QUALIFICATION HANDBOOK

Level 3 Certificate for Learning Support Practitioners (6259-04)

December 2013 Version 1.1

City & Guilds

Qualification at a glance

Subject area	**Learning Support**
City & Guilds number	6259-04
Age group approved	16-18 and 19+
Entry requirements	There are no entry requirements for this qualification. However, all trainee learning support practitioners joining a qualification programme should undertake an initial assessment of their skills in English, mathematics and ICT.
Assessment	Portfolio of evidence. Some exemplar assignments are provided in assessment packs for centres to use to evidence the knowledge required for specific units.
Support materials	6259 Level 2/3 Assessment pack 6259 Level 2/3 Answer material pack All documents are available to download from **www.cityandguilds.com** The assessment and answer packs will be password protected and approved centres / Quality Consultants can access the passwords via the Walled Garden/Online Catalogue.
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates.

Title and level	City & Guilds number	Accreditation number
Level 3 Certificate for Learning Support Practitioners	6259-04	600/7977/0

Version and date	Change detail	Section
1.1 December 2013	Delete references to 'Forms for Centres Pack'	**Qualifications at a glance** **3. Delivering the qualification**

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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	For practitioners who wish to support learning in a wide range of contexts. This award can be taken alone and can be useful for those wishing to try out the role and for others who have learning support as a small part of their wider work role. This award can also provide an important stepping stone for those in related volunteer roles.
What does the qualification cover?	It allows practitioners to learn, develop and practise the skills required for employment in the learning support sector.
Is the qualification] part of a framework or initiative?	This qualification is underpinned by the National Occupational Standards for Learning Support Practitioners.
Who did we develop the qualification with?	This qualification was developed with LSIS (Learning and Skills Improvement Service).
What opportunities for progression are there?	It allows practitioners to progress into employment or to the following City & Guilds qualifications: • 6259-05 Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning • 6259-06 Level 3 Certificate in Supporting Disabled Learners • 6259-07 Level 3 Certificate in Communication Support for Deaf Learners

Structure

To achieve the **Level 3 Certificate for Learning Support Practitioners**, practitioners must achieve a minimum of **30** credits. 18 credits must come from (303-304, 313). A minimum of 6 credits must come from optional group 1 (201 or 301) and a minimum of 6 credits must come from optional group 2 (202, 205, 207-208, 305, 309, 311, 314-315).

Level 3 Certificate for Learning Support Practitioners

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/504/0110	303	Learning support in lifelong learning contexts	6
R/504/0120	304	Principles of learning support	6
D/504/0072	313	Supporting learning	6
Optional Group 1			
R/504/0067	201	Preparing to support learning	6
OR			
L/504/0066	301	Preparing to support learning	6
Optional Group 2			
K/504/0060	202	Inclusive approaches to providing information	1
T/504/0062	205	Skills check and signposting for English, mathematics and ICT needs	1
M/504/0061	207	Organisational approaches to meeting English, mathematics and ICT learning needs	1
T/504/0059	208	English, mathematics and ICT needs for life, learning and work	2
R/503/5788	305	Equality and diversity	6
D/504/0069	309	Practice based investigation	6
Y/504/0071	311	Supporting learners in an area of specialism	6
T/503/5511	314	Preparing for the mentoring role	3
R/504/0070	315	Understanding and managing behaviours in a learning environment	6

2 Centre requirements

Approval

If your Centre is approved to offer any of the following qualifications you will receive automatic approval to run the new Level 3 Certificate for Learning Support Practitioners (6259-04):

6302-03	Level 3 Preparing to Teach in the Lifelong Learning Sector	600/2565/7
6302-04	Level 4 Preparing to Teach in the Lifelong Learning Sector	600/2564/5
6304-01	Level 3 Certificate in Teaching in the Lifelong Learning Sector	600/5027/5
6304-04	Level 4 Certificate Teaching in the Lifelong Learning Sector	600/5033/0
7304-01	Level 3 Certificate in Teaching in the Lifelong Learning Sector	500/2007/9
7304-02	Level 4 Certificate in Teaching in the Lifelong Learning Sector	500/2006/7
7305-11	Level 5 Diploma in Teaching in the Lifelong Learning Sector	500/2087/0
7320-03/91	Level 3 Certificate in Learning Support	500/5934/8

If your centre is NOT already offering City & Guilds qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centre staffing

Staff delivering the qualifications

Staff delivering these qualifications must also be able to demonstrate that they meet the following occupational expertise requirements.

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have at least three years recent relevant experience in the specific area they will be assessing.
- have credible experience of providing training.

Centre staff may undertake more than one role eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Trainer / tutors must

- be occupationally knowledgeable in the area for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- have credible experience of providing training.

Internal verifiers must:

- be occupationally knowledgeable in Learning Support
- have a sound understanding of the National Occupational Standards for Learning Support
- have experience of using quality assurance systems as applied to qualifications
- organise and /or participate in standardisation activities.

Continuing professional development (CPD) / Accredited Professional Development (APD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, training, assessment and verification remains current, and takes account of any national or legislative developments.

Practitioner entry requirements

There are no entry requirements for this qualification. However, all trainee learning support practitioners joining a qualification programme should undertake an initial assessment of their skills in English, mathematics and ICT.

Age restrictions

This qualification is aimed at practitioners aged 16-18 and 19+. City & Guilds cannot accept any registrations for practitioners under 16 as this qualification is not approved for under 16s.

Entry requirements

Trainees are required to be practising in a learning support role. There are no other entry requirements for this qualification. All trainee learning support practitioners joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. Learners should receive appropriate guidance and support so that they are able to access and benefit from undertaking the programme. This may include signposting trainees to other learning opportunities.

Qualification Delivery

The introductory unit, 201/301 Preparing to support learning, should be delivered first. There should be an opportunity for those holding an Award in Preparing to Support Learning to start on programmes after that is completed. A holistic approach may be taken with the rest of the remaining mandatory units and optional credit. AOs and ABs may allow units to be contextualised by centres in order to meet the needs of individuals or cohorts of practitioners.

Practice

There is a requirement for a minimum of 30 hours of practice.

For the following units there is no requirement to undertake practice other than as micro learning support for assessment purposes.

- 201 Preparing to support learning (Level 2)
- 301 Preparing to support learning (Level 3)

This will allow practitioners to start on programmes and achieve units without a practical learning support element.

However, this is a minimum requirement and centres may wish to include a practice requirement for their programme.

Observed and assessed practice

There must be a minimum of three observations totalling a minimum of three hours. Any single observation must be a minimum of half an hour.

These are minimum requirements whatever combination of units is undertaken by a practitioner to achieve the qualification. There are particular requirements for certain units and these are detailed below.

For the following units there is no requirement to observe and assess practice in a supporting learning environment. This will allow practitioners to start on programmes and achieve units without a practical supporting learning element.

- 201 Preparing to support learning (Level 2)
- 301 Preparing to support learning (Level 3)

If no observation and assessment of practice is considered appropriate for a particular cohort then practitioners should be involved in at least one hour of micro learning support.

Each practitioner must deliver at least one 15 minute micro learning support session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, practitioners can either deliver additional micro learning support sessions or observe the micro learning support sessions of other practitioners.

The following units require the practice of practitioners to be observed and assessed in a supporting learning environment. Observations can be formative and summative.

- 303 Learning support in lifelong learning contexts
- 304 Principles of learning support
- 313 Supporting learning

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each practitioner should be made before the start of their programme to identify:

- if the practitioner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Personal skills in English, mathematics and ICT elements

All learning support practitioners should have or be developing personal skills in English, mathematics and ICT at Level 2 (QCF). However, there is no requirement to evidence these skills at this level in order to achieve the qualification. All practitioners will have undergone an initial assessment of these skills on joining the programme. Learning support education teams should provide the opportunity to develop and practice the skills throughout the programme. The skills practised should be appropriate for a practitioner's current role.

Support materials

The following resources are available for this qualification:

Description	How to access
Exemplar assignments	In Assessment Pack, to be found on the City & Guilds website **www.cityandguilds.com**
Model answers/grading criteria for exemplar assignments	In the Answer Pack to be found on the City & Guilds website **www.cityandguilds.com**

Recording documents

Practitioners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several e-Portfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence practitioner's' progress towards achieving qualifications. Further details are available at: **www.cityandguilds.com/eportfolios**.

4 Assessment

Assessment of the qualification

Practitioner's must:

- have a completed portfolio of evidence for each unit or taken an assignment.

Exemplar assignments are provided for the some units but do not have to be used:

Level 3 Certificate for Learning Support Practitioners

Unit no.	Unit title	Assessment method	Where to obtain assessment materials
201	Preparing to support learning (Level 2) (6)	Portfolio/ exemplar assignment	6259 Assessment pack
202	Inclusive approaches to providing information (Level 2) (1)	Portfolio/ exemplar assignment	6259 Assessment pack
205	Skills check and signposting for English, mathematics and ICT needs (Level 2) (1)	Portfolio/ exemplar assignment	6259 Assessment pack
207	Organisational approaches to meeting English, mathematics and ICT learning needs (Level 2) (1)	Portfolio/ exemplar assignment	6259 Assessment pack
208	English, mathematics and ICT needs for life, learning and work (Level 2) (2)	Portfolio/ exemplar assignment	6259 Assessment pack
301	Preparing to support learning (Level 3) (6)	Portfolio/ exemplar assignment	6259 Assessment pack
303	Learning support in lifelong learning contexts (Level 3) (6)	Portfolio	
304	Principles of learning support (Level 3) (6)	Portfolio/ exemplar assignment	6259 Assessment pack
305	Equality and diversity (Level 3) (6)	Portfolio	

Continued …..

Unit no.	Unit title	Assessment method	Where to obtain assessment materials
309	Practice based investigation (Level 3) (6)	Portfolio	
311	Supporting learners in an area of specialism (Level 3) (6)	Portfolio	
313	Supporting learning (Level 3) (6)	Portfolio	
314	Preparing for the mentoring role (Level 3) (3)	Portfolio	
315	Understanding and managing behaviours in a learning environment (Level 3) (6)	Portfolio	

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

5 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria.

Unit 201 Preparing to support learning

UAN:	**R/504/0067**
Level:	Level 2
Credit value:	6
GLH:	30
Relationship to NOS:	This unit mapped against the National Occupational Standards for Learning Support Practitioners
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	This unit aims to develop the practitioner's knowledge and understanding of contexts and practice relating to learning support and to enable the learner to evaluate and improve learning support practice.
Assessment	An exemplar assignment is available for this unit but is not compulsory. Please see the 6259 assessment pack which can be found on our website.

Learning outcome
The learner will: 1. Understand learning support within lifelong learning contexts
Assessment criteria
The learner can: 1.1 describe the importance of learning for achieving personal goals and participating in life, learning and work 1.2 identify different **contexts** for learning support practice 1.3 describe the contribution of learning support in the provision of lifelong learning opportunities. 1.4 describe how to work with learners and others to support learning in a particular **lifelong learning** context 1.5 identify **national and local policy and regulatory requirements** related to learning support practice.

Range
Contexts – one to one, group, classroom based, work based, distance/virtual delivery. **Lifelong learning** – Full and part time education and training, work related training, adult education which are designed to meet a range of social and community needs. **National** and **local policy** and **regulatory requirements** – awareness of current policies relating to own practice.

Learning outcome
The learner will: 2. Understand the values and principles of inclusive learning support
Assessment criteria
The learner can: 2.1 identify values and principles which underpin learning support practice 2.2 describe **key features of an inclusive learning environment** 2.3 describe **key features of independent learning** 2.4 describe ways of working with learners that promote inclusive and independent learning 2.5 explain the importance of communication for inclusive learning 2.6 explain the importance of literacy, language, numeracy and ICT skills for independent learning and participation in life and work.

Range
Key features of an inclusive learning environment – helping to create a suitable learning environment and select resources to meet a range of learning styles **Key features of independent learning** – setting goals and deadlines, organising work, evaluating use of time.

Learning outcome
The learner will: 3. Understand how to support learning
Assessment criteria
The learner can: 3.1 describe **key responsibilities** and contribution of a learning support practitioner throughout a learning programme 3.2 describe how the individual needs of learners can be addressed through the planning, delivery, assessment and review of learning 3.3 describe how to use learning support activities to engage and motivate learners 3.4 describe ways in which resources can be used to meet the individual needs of learners.

Range
Key responsibilities – communicate effectively, ways to assist and support, engage with learners appropriately.

Learning outcome
The learner will: 4. Be able to evaluate and improve learning support practice
Assessment criteria
The learner can: 4.1 describe the effectiveness of an observed learning support session 4.2 identify own strengths and development needs in relation to learning support practice 4.3 plan opportunities to meet own development needs in relation to learning support practice 4.4 identify opportunities to meet own development needs in literacy, language, numeracy and ICT.

Unit 202 Inclusive approaches to providing information

UAN:	**K/504/0060**
Level:	Level 2
Credit value:	1
GLH:	6
Relationship to NOS:	This unit mapped against the National Occupational Standards for learning support practitioners
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	This unit aims to develop the learner's knowledge and understanding of how to provide information that is accessible and promote learning opportunities.
Assessment	An exemplar assignment is available for this unit but is not compulsory. Please see the 6259 assessment pack which can be found on our website.

Learning outcome
The learner will: 1. Understand how to provide information to meet the needs of individuals
Assessment criteria
The learner can: 1.1 describe ways in which information can be provided 1.2 describe **ways** in which information can be made accessible to individuals 1.3 describe ways of communicating to take account of cultural differences.

Range
Ways – to support disability, access to resources.

Learning outcome
The learner will: 2. Understand how to promote learning opportunities
Assessment criteria
The learner can: 2.1 describe ways to signpost and refer potential learners to learning opportunities 2.2 explain the importance of equality of access and opportunity when signposting and referring learners to learning opportunities 2.3 explain the importance of confidentiality when signposting and referring learners to learning opportunities.

Unit 205 Skills check and signposting for English, mathematics and ICT needs

UAN:	**T/504/0062**
Level:	Level 2
Credit value:	1
GLH:	6
Relationship to NOS:	This unit mapped against the National Occupational Standards for Learning Support Practitioners.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	This unit aims to develop the learner's knowledge and understanding of how to identify and assess English mathematics and ICT skills and refer to people to learning opportunities.
Assessment	An exemplar assignment is available for this unit but is not compulsory. Please see the 6259 assessment pack which can be found on our website.

Learning outcome
The learner will: 1. Know how to identify English, mathematics and ICT needs
Assessment criteria
The learner can: 1.1 describe **methods** for identifying Language, English, mathematics and ICT learning needs 1.2 describe communication skills required to identify English, mathematics and ICT learning needs.

Range
Methods – Informal interviews, observation.

Learning outcome
The learner will: 2. Know how to carry out initial assessment and skills checking
Assessment criteria
The learner can: 2.1 describe **techniques** and tools to carry out initial assessment and skills checking 2.2 explain the importance of providing constructive feedback when carrying out initial assessment and skills checking.

Range
Techniques – on screen, paper based, interview, observation, questioning, initial assessment, diagnostic assessment (paper and on-screen).

Learning outcome
The learner will: 3. Know how to signpost and refer potential learners to provision which meets their individual learning needs
Assessment criteria
The learner can: 3.1 describe ways to signpost and refer potential learners to provision which meets their individual learning needs 3.2 explain the importance of confidentiality when signposting and referring learners to provision which meets their individual learning needs 3.3 explain the importance of equality of access and opportunity when signposting and referring learners to provision which meets their individual learning needs.

Unit 207 Organisational approaches to meeting English, mathematics and ICT learning needs

UAN:	**M/504/0061**
Level:	Level 2
Credit value:	1
GLH:	6
Relationship to NOS:	This unit mapped against the National Occupational Standards for Learning Support Practitioners.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	This unit aims to develop the learner's knowledge and understanding of how organisations provide opportunities to develop English, mathematics and ICT skills.
Assessment	An exemplar assignment is available for this unit but is not compulsory. Please see the 6259 assessment pack which can be found on our website.

Learning outcome
The learner will: 1. Understand the role of own organisation in relation to meeting individual English, mathematics and ICT learning needs
Assessment criteria
The learner can: 1.1 outline the role of own organisation in relation to meeting English, mathematics and ICT learning needs 1.2 describe key features of effective English, mathematics and ICT learning opportunities.

Learning outcome
The learner will: 2. Understand a whole organisation approach to English, mathematics and ICT
Assessment criteria
The learner can: 2.1 describe **ways** to identify and share effective practice and resources for English, mathematics and ICT learning 2.2 outline personal and professional development opportunities for staff to support a whole organisation approach 2.3 explain **ways** to promote personal and professional development opportunities to support a whole organisation approach.

Range
Ways (2.1) – forums, VLEs, awarding organisation information, intranet, internet, peer review standardisation meetings. **Ways (2.3**) – feedback, standardisation meetings, policies and procedures, CPD training days, reviews.

Unit 208 English, mathematics and ICT needs for life, learning and work

UAN:	**T/504/0059**
Level:	Level 2
Credit value:	2
GLH:	9
Relationship to NOS:	This unit mapped against the National Occupational Standards for learning support practitioners.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	This unit aims to develop the learner's knowledge and understanding of the importance of English, mathematics and ICT, adult needs and opportunities to develop skills.
Assessment	An exemplar assignment is available for this unit but is not compulsory. Please see the 6259 assessment pack which can be found on our website.

Learning outcome
The learner will: 1. Understand English, mathematics and ICT needs of adults within communities
Assessment criteria
The learner can: 1.1 identify national skill levels in English and mathematics 1.2 describe English, mathematics and ICT needs of people in a community in relation to key national and local priorities 1.3 identify key social, cultural and economic factors that influence the levels of English, mathematics and ICT skills in a community.

Learning outcome
The learner will: 2. Understand the importance of English, mathematics and ICT skills for life, learning and work
Assessment criteria
The learner can: 2.1 explain how English, mathematics and ICT skills enable individuals to participate actively in life, learning and work 2.2 explain how improving individuals' skills in English, mathematics and ICT can enhance their life chances.

Learning outcome
The learner will: 3. Understand opportunities for developing English, mathematics and ICT skills
Assessment criteria
The learner can: 3.1 describe **ways** to develop English, mathematics and ICT skills at work and in everyday life 3.2 identify **learning opportunities** available in a community to develop English, mathematics and ICT skills.

Range
Ways – accredited, non-accredited, embedded, discrete delivery. e-learning one to one, short courses, full time, part time, workshops. **Learning opportunities** – colleges, training providers, employers, adult and community education, voluntary organisations, distance learning, Open University.

Unit 301 Preparing to support learning

UAN:	**L/504/0066**
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit mapped against the National Occupational Standards for Learning Support Practitioners.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	This unit aims to develop the learner's knowledge and understanding of contexts and practice relating to learning support and to enable the learner to evaluate and improve learning support practice.
Assessment	An exemplar assignment is available for this unit but is not compulsory. Please see the 6259 assessment pack which can be found on our website.

Learning outcome
The learner will: 1. Understand learning support practice in lifelong learning contexts
Assessment criteria
The learner can: 1.1 explain the importance of learning for achieving personal goals and participating in life, learning and work 1.2 compare different **contexts** for learning support practice 1.3 explain the contribution of learning support in the provision of learning opportunities 1.4 explain how to work with learners and others to support learning in a particular lifelong learning context 1.5 identify national and local policy and regulatory requirements related to learning support practice.

Range
Contexts - one to one, group, classroom based, work based, distance/virtual delivery.

Learning outcome
The learner will: 2. Understand the values and principles of inclusive learning support
Assessment criteria
The learner can: 2.1 explain key values and principles which underpin learning support practice 2.2 describe **key features of an inclusive learning environment** 2.3 describe **key features of independent learning** 2.4 explain ways of working with learners that promote inclusive and independent learning 2.5 explain the importance of communication for inclusive learning 2.6 explain the importance of literacy, language, numeracy and ICT skills for independent learning and participation in life and work.

Range
Key features of an inclusive learning environment – helping to create a suitable learning environment and select resources to meet a range of learning styles. **Key features of independent learning** – setting goals and deadlines, organising work, evaluating use of time.

Learning outcome
The learner will: 3. Understand how to support learning
Assessment criteria
The learner can: 3.1 explain responsibilities and contribution of a learning support practitioner throughout a learning programme 3.2 explain how the individual needs of learners can be addressed through the planning, delivery, assessment and review of learning 3.3 explain how to use learning support activities to engage and motivate learners 3.4 explain ways in which resources can be used to meet the individual needs of learners.

Learning outcome
The learner will: 4. Be able to evaluate and improve learning support practice
Assessment criteria
The learner can: 4.1 explain the effectiveness of an observed learning support session 4.2 describe own strengths and development needs in relation to learning support practice 4.3 plan opportunities to meet own development needs in relation to learning support practice 4.4 plan opportunities to meet own development needs in literacy, language, numeracy and ICT.

Unit 303 Learning support in lifelong learning contexts

UAN:	**K/504/0110**
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit mapped against the National Occupational Standards for Learning Support Practitioners.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	This unit aims to develop the learner's knowledge and understanding of the learning support contexts and relationships with other staff. It aims to develop skills in working with others and improving own practice.
Observation and Assessment	This unit requires the practice of practitioners to be observed and assessed in a supporting learning environment. Observations can be formative and summative.

Learning outcome
The learner will: 1. Understand learning support practice in different contexts
Assessment criteria
The learner can: 1.1 identify different **contexts** for learning support 1.2 describe ways in which learning support can be generalised and transferred between different contexts 1.3 explain the impact of learning support practice on learner progress and achievement in own context 1.4 explain the impact of policy and regulatory frameworks on learning support practice in own context.

Range
Contexts - one to one, group, learning settings.

Learning outcome
The learner will: 2. Understand relationships between the learning support practitioner and others supporting learners
Assessment criteria
The learner can: 2.1 explain the relationship of the learning support practitioner and a learner 2.2 explain the relationship of the learning support practitioner and the person(s) leading the learning 2.3 explain the relationship of the learning support practitioner and others involved in supporting learners.

Learning outcome
The learner will: 3. Be able to work with others to meet the needs of individual learners
Assessment criteria
The learner can: 3.1 work with the person(s) leading the learning to meet identified needs of individual learners 3.2 work with others supporting learners to meet identified needs of individual learners 3.3 share information on learners' progress and achievement with others involved in supporting learners 3.4 review the effectiveness of working relationships in meeting identified needs of individual learners.

Learning outcome
The learner will: 4. Be able to evaluate and improve own learning support practice
Assessment criteria
The learner can: 4.1 review the effectiveness of own learning support practice 4.2 identify strengths and areas for development in own learning support practice 4.3 plan development opportunities to improve own learning support practice.

Unit 304 Principles of learning support

UAN:	**R/504/0120**
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is underpinned by the National Occupation Standards for Learning Support Practitioners.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	This unit aims to develop the practitioner's knowledge and understanding of key values and principles underpinning learning support practice, the learners and how to promote inclusive and independent learning.
Observation and Assessment	This unit requires the practice of practitioners to be observed and assessed in a supporting learning environment. Observations can be formative and summative. An exemplar assignment is available for this unit but is not compulsory. Please see the 6259 assessment pack which can be found on our website.

Learning outcome
The learner will: 1. Understand principles and values in learning support practice
Assessment criteria
The learner can: 1.1 identify **principles** and **values** which underpin learning support practice 1.2 explain how **principles** and **values** relate to own learning support practice.

Range
Principles – the learning environment, learner needs, assessment practices. **Values** – personal, cultural, moral, social.

Learning outcome
The learner will: 2. Understand learners and their individual learning support needs
Assessment criteria
The learner can: 2.1 explain in what **ways** the learner is central to the development and delivery of learning support 2.2 explain different **factors** affecting learner progress and achievement 2.3 explain how individual learning support needs are identified.

Range
Ways – needs, background, interests. **Factors** – equipment, resources, health and safety, environment, behaviour, peers, welfare, ineffective teaching, assessment.

Learning outcome
The learner will: 3. Understand how to support inclusive learning
Assessment criteria
The learner can: 3.1 describe **key features** of an inclusive learning environment 3.2 explain **ways of communicating** that support inclusive learning 3.3 explain **ways of encouraging behaviours** that contribute to an inclusive learning environment 3.4 explain **ways to engage and motivate learners** 3.5 explain **ways to support learners to articulate their learning support needs and preferences** 3.6 identify opportunities and **ways to enable learners** to provide feedback to inform practice 3.7 explain ways to support literacy, language, numeracy and ICT learning.

Range
Key features – creating a suitable learning environment, select resources to meet a range of learning styles, accessibility, heating, lighting, ventilation. **Ways of communicating** – verbal, written, non-verbal. **Ways of encouraging behaviours –** positive praise, setting a good example, listening, setting clear limits, ground rules, respect, appropriate environment, décor. **Ways to engage and motivate learners -** creating a friendly non-judgmental atmosphere, using a range of teaching styles, teaching learning activities, resources, positive feedback. **Ways to support learners to articulate their learning support needs and preferences** – reviews, tutorials, group discussion, creating secure, safe and trusting environment with individuals and within the group, recognition and response to verbal and non- verbal signs and body language, appropriate use of language, awareness of cultural, sexual and religious requirements etc. **Ways to enable learners** – assessment methods – peer, self-assessment, questioning techniques, written or oral assessment tasks, 1-1 reviews.

Learning outcome
The learner will: 4. Understand how to support independent learning
Assessment criteria
The learner can: 4.1 describe **key features** of independent learning 4.2 explain the **importance** of literacy, language, numeracy and ICT skills for independent learning 4.3 explain **ways** to support self-advocacy and independent learning in relation to the planning, delivery and review of learning support activities.
Range
Key features – setting goals and deadlines, organising work, evaluating use of time. **Importance** – shopping, paying bills, using internet, gaining information, reading instructions etc with examples from own practice. **Ways** – communicate, convey, negotiate or assert interests and needs.

Unit 304 Principles of learning support

Supporting information

Guidance

Guidance for 2.3– information from other sources, initial assessment of needs, knowledge, support requirements, previous learning and experience, preferred learning style.

Unit 305 Equality and diversity

UAN:	**R/503/5788**
Level:	Level 3
Credit value:	6
GLH:	25
Relationship to NOS:	This unit mapped against the National Occupational Standards for Learning Support Practitioners.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	The aim of this unit is to enable learner to understand how to promote equality and value diversity. Learners will also understand how to work with others to do this and review the contribution of their own practice.

Learning outcome
The learner will: 1. Understand the key features of a culture which promotes equality and values diversity
Assessment criteria
The learner can: 1.1 define the meanings of equality and diversity in the UK context 1.2 identify the **benefits** of promoting equality and diversity for individual learners 1.3 explain the **impact** of forms of inequality and discrimination on individuals and communities 1.4 outline legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity.

Range
Benefits – cultural awareness, meeting needs, reducing barriers, support, minimise discrimination. **Impact** – alienation, economic inequality, prejudice, morale.

Learning outcome
The learner will: 2. Understand the importance of promoting equality and valuing diversity in lifelong learning
Assessment criteria
The learner can: 2.1 explain how the promotion of equality and diversity can protect learners from risk of harm 2.2 explain actions that can be taken to value individual learners 2.3 explain good practice in providing individual learners with information.

Learning outcome
The learner will: 3. Be able to promote equality and value diversity
Assessment criteria
The learner can: 3.1 use **communication strategies** to promote equality and diversity 3.2 explain how own behaviour can impact on an organisation's culture in relation to equality and diversity 3.3 explain how working with **other agencies** can promote diversity.

Range
Communication strategies – verbal, written, using technology. **Other agencies** – external organisations, stakeholders.

Learning outcome
The learner will: 4. Understand how to help others in the promotion of equality and valuing of diversity
Assessment criteria
The learner can: 4.1 describe actions by individuals which can undermine equality and diversity 4.2 explain **ways** to deal with systems and structures which do not promote equality and diversity

Range
Ways – involvement, raise awareness, encouragement, promotion.

Learning outcome
The learner will: 5. Be able to review own contribution to promoting equality and valuing diversity in lifelong learning
Assessment criteria
The learner can: 5.1 identify own strengths in promoting equality and valuing diversity 5.2 evaluate the impact of own practice in promoting equality and valuing diversity 5.3 identify areas for further personal development in promoting equality and valuing diversity.

Unit 309 Practice based investigation

UAN:	**D/504/0069**
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit mapped against the National Occupational Standards for Learning Support Practitioners
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	The unit aims to enable learners to plan, carry out, report on and evaluate a practice based investigation.

Learning outcome
The learner will: 1. Understand the purpose and nature of practice based investigation
Assessment criteria
The learner can: 1.1 identify the purpose of practice based investigation 1.2 identify **key features** of practice based investigation 1.3 describe **research methods** which can be used for practice based investigation.

Range
Key features – objective, conclusion, recommendation. **Research methods** – qualitative, quantitative.

Learning outcome
The learner will: 2. Be able to plan a practice based investigation
Assessment criteria
The learner can: 2.1 explain own choice of an area of practice for investigation 2.2 explain how ethical considerations and issues of confidentiality will be observed in practice.

Learning outcome
The learner will: 3. Be able to carry out an investigation of an area of practice
Assessment criteria
The learner can: 3.1 devise a realistic plan to implement an investigation of an area of practice 3.2 explain own choice of research methods for an investigation 3.3 draw on relevant research and literature to support an investigation 3.4 **collect data** relating to an investigation 3.5 **interpret data** relevant to an investigation 3.6 **present data** from an investigation 3.7 draw conclusions based on findings from an investigation.

Range
Collect data – quantitative, qualitative. **Interpret data** – verbal, statistical, practical, notes. **Present data** – charts, graphs, tables, diagrams, text using ICT and hand written.

Learning outcome
The learner will: 4. Be able to present the outcomes of an investigation of an area of practice
Assessment criteria
The learner can: 4.1 report own findings and conclusions from an investigation 4.2 explain own recommendations for action to be taken based on conclusions.

Learning outcome
The learner will: 5. Be able to evaluate and improve own practice in carrying out an investigation
Assessment criteria
The learner can: 5.1 evaluate the effectiveness of own practice in carrying out an investigation 5.2 identify own strengths and areas for improvement in relation to carrying out an investigation 5.3 plan **opportunities** to improve own skills in carrying out an investigation.

Range
Opportunities – tutorial, support from others, action plan, CPD.

Unit 311 Supporting learners in an area specialism

UAN:	**Y/504/0071**
Level:	Level 3
Credit value:	6
GLH:	20
Relationship to NOS:	This unit mapped against the National Occupational Standards for Learning Support Practitioners.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	The unit aims to develop knowledge and understanding and skills to support learning in an area of specialism.

Learning outcome
The learner will: 1. Understand learning provision in an area of specialism
Assessment criteria
The learner can: 1.1 describe the area of specialism 1.2 explain the aims of learning provision in an area of specialism 1.3 describe resources used in learning provision in an area of specialism.

Learning outcome
The learner will: 2. Understand how to work with others to support learning in an area of specialism
Assessment criteria
The learner can: 2.1 explain the relationship of the learning support practitioner and the person(s) leading the learning 2.2 explain ways to work with others involved in supporting learning in an area of specialism.

Learning outcome
The learner will: 3. Be able to use **inclusive approaches** to support learning in an area of specialism
Assessment criteria
The learner can: 3.1 contribute to the planning, assessment and review of learning in an area of specialism 3.2 use learning support activities to meet the identified needs of an individual learner in an area of specialism 3.3 use resources to support in an area of specialism.

Range
Inclusive approaches – recognise diverse learning needs and preferences, (participation, learning, attainment, enjoyment)

Learning outcome
The learner will: 4. Be able to evaluate and improve own learning support practice in an area of specialism
Assessment criteria
The learner can: 4.1 review the effectiveness of own learning support practice in an area of specialism 4.2 identify strengths and areas for development in own learning support practice in an area of specialism 4.3 plan development opportunities to improve own learning support practice in an area of specialism.

Unit 313 Supporting learning

UAN:	**D/504/0072**
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is underpinned by the National Occupation Standards for Learning Support Practitioners.
Endorsement by a sector or regulatory body:	This unit mapped against the National Occupational Standards for Learning Support Practitioners.
Aim:	This unit aims to develop the learner's knowledge and understanding of the learning process and the responsibilities of a learning support practitioner. It aims to develop planning, delivery assessment and communication skills.
Observation and Assessment	This unit requires the practice of practitioners to be observed and assessed in a supporting learning environment. Observations can be formative and summative.

Learning outcome
The learner will: 1. Understand the learning process
Assessment criteria
The learner can: 1.1 explain key principles of learning 1.2 describe **ways people learn** 1.3 explain **key factors in effective learning**.

Range
Ways people learn – visual, auditory, kinaesthetic **Key factors in effective learning** – environment, motivation, feedback, social, emotional (Maslow's theory).

Learning outcome
The learner will: 2. Understand the responsibilities of a learning support practitioner in learning programmes
Assessment criteria
The learner can: 2.1 explain ways that **learning programmes are developed** 2.2 explain the responsibilities of a learning support practitioner in identifying learners' needs and the planning of a learning programme 2.3 explain the responsibilities of a learning support practitioner in the delivery and review of a learning programme 2.4 explain the responsibilities of a learning support practitioner in the recording of achievement and progression.

Range
Learning programmes are developed – curriculum, schemes of work, lesson plans, evaluation.

Learning outcome
The learner will: 3. Be able to **use learning support activities** to meet the individual needs of learners
Assessment criteria
The learner can: 3.1 explain how literacy, language, numeracy and ICT can be integrated into learning support activities to meet the individual needs of learners 3.2 integrate activities into own learning support practice to enable learners to develop and apply their literacy, language, numeracy and ICT skills 3.3 use **learning support activities** to meet the identified needs of an individual learner.

Range
Learning support activities – paper based, ICT based, practical.

Learning outcome
The learner will: 4. Be able to communicate with learners and other learning professionals to enhance learning
Assessment criteria
The learner can: 4.1 use **communication methods** and media to meet the needs of learners 4.2 communicate with other learning professionals to meet learner needs and support progression.

Range
Communication methods – verbal, written**,** sign language, Augmentative and Alternative.

Learning outcome
The learner will: 5. Be able to use resources to meet the individual needs of learners
Assessment criteria
The learner can: 5.1 explain ways in which resources can be used to meet the individual needs of learners 5.2 select resources to meet the identified needs of an individual learner 5.3 adapt resources to meet the identified needs of an individual learner 5.4 use resources to meet the identified needs of an individual learner.

Learning outcome
The learner will: 6. Be able to use assessments to meet the individual needs of learners
Assessment criteria
The learner can: 6.1 explain how to use assessment for learning and progression 6.2 use assessments to identify and meet the identified needs of an individual learner.

Unit 314 Preparing for the mentoring role

UAN:	**T/503/5511**
Level:	Level 3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit mapped against the National Occupational Standards for Learning Support Practitioners.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	The unit aims to enable learners to plan, carry out, report on and evaluate a practice based investigation.

Learning outcome
The learner will: 1. Understand own role and responsibilities in relation to mentoring
Assessment criteria
The learner can: 1.1 describe the role and responsibilities of the mentor 1.2 explain the **skills required for mentoring** 1.3 identify the need for codes of conduct and ground rules when setting boundaries for mentoring 1.4 explain the importance of confidentiality in a mentoring relationship.

Range
Skills required for mentoring – active listening, effective questioning, providing motivation, facilitation.

Learning outcome
The learner will: 2. Understand ways to identify individual mentoring needs
Assessment criteria
The learner can: 2.1 describe ways in which individual coaching needs are identified 2.2 identify **learning needs** that can be met through mentoring 2.3 explain ways to clarify the learner's goals and facilitate their achievement.

Range
Learning needs – social, psychological, educational.

Learning outcome
The learner will: 3. Understand **techniques** to establish and maintain a mentoring relationship
Assessment criteria
The learner can: 3.1 explain key techniques of mentoring that meet learner needs 3.2 identify resources required for mentoring 3.3 describe how potential barriers to mentoring can be overcome through building a rapport with individuals in mentoring sessions 3.4 describe ways of creating an environment in which effective mentoring can take place.

Range
Techniques – questioning, listening.

Learning outcome
The learner will: 4. Understand how to review progress through mentoring
Assessment criteria
The learner can: 4.1 describe how to review the mentee's progress 4.2 explain how to provide feedback to learners on their progress 4.3 explain how to use learning received through mentoring 4.4 review own mentoring role and identify areas for development.

Unit 315 Understanding and managing behaviours in a learning environment

UAN:	**R/504/0070**
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit mapped against the National Occupational Standards for Learning Support Practitioners.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	The unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment and related legislation and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours, and evaluating own practice in managing behaviours in a learning environment.

Learning outcome
The learner will: 1. Understand potential factors leading to behaviours that disrupt a learning environment
Assessment criteria
The learner can: 1.1 describe **factors** leading to behaviours that disrupt a learning environment.

Range
Factors – environmental, psychological, social.

Learning outcome
The learner will: 2. Understand organisational policies relating to managing behaviours in the learning environment
Assessment criteria
The learner can: 2.1 describe organisational policies relating to managing behaviours in a learning environment.

Learning outcome
The learner will: 3. Be able to promote behaviours that contribute to a purposeful learning environment
Assessment criteria
The learner can: 3.1 explain ways of encouraging behaviours that contribute to an effective learning environment 3.2 use **techniques** to encourage behaviours that contribute to a purposeful learning environment.

Range
Techniques – clear expectations, purposeful learning, prevention, positive reinforcement

Learning outcome
The learner will: 4. Be able to manage behaviours that disrupt a purposeful learning environment
Assessment criteria
The learner can: 4.1 explain ways of managing behaviours that disrupt a purposeful learning environment 4.2 use **techniques to manage behaviours** that disrupt a purposeful learning environment.

Range
Techniques to manage behaviours – know a selection of techniques suitable for the age range, know organisational policy and procedures, verbal communication, non-verbal communication, positive ethos, rules, rewards, consequences.

Relationships to other qualifications

Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

This qualification has connections to the:

- Level 2 Award for Learning Support Practitioners (6259-02)
- Level 3 Award for Learning Support Practitioners (6259-03)
- Level 3 Certificate in in Supporting Literacy, Language and Numeracy Learning (6259-05)
- Level 3 Certificate Supporting Disabled Learners (6259-06)
- Level 3 Communication Support for Deaf Learners (6259-07)
- Level 2 Award in Preparing to Support Learning (7320-01)
- Level 3 Level 3 Award in Preparing to Support Learning (7320-02)
- Level 3 Certificate in Learning Support (7320-03)

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**: how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for GOLA/e-volve assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

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Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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