

Level 3 Certificate in Supporting Disabled Learners (6259-06)

December 2013 Version 1.1



Qualification at a glance

Subject area	Learning Support
City & Guilds number	6259-06
Age group approved	16-18 and 19+
Entry requirements	Trainees are required to be practising in a learning support role with disabled learners. There are no other entry requirements for this qualification. However, all trainee learning support practitioners joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. Trainees 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.
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 in Supporting Disabled Learners	6259-06	600/7907/1

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?	The Level 3 Certificate in Supporting Disabled Learner confirms competence in providing support for disabled learners in a range of contexts. It requires trainees to be practising in a learning support role with disabled learners. There are qualifications for the generic and other specialist learning support roles. Trainees should be supported in choosing the most appropriate qualification – either for their current role or related to plans for progression.
What does the qualification cover?	It allows practitioners to learn, develop and practise the skills required for employment in the learning support sector with a particular emphasis on supporting disabled learners.
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: <ul style="list-style-type: none">• 6259-03 Level 3 Certificate for Learning Support Practitioners

Structure

To achieve the **Level 3 Certificate in Supporting Disabled Learners**, practitioners must achieve a minimum of **36** credits. **30** credits from the mandatory units and a minimum of **6** credits from the optional units.

Level 3 Certificate in Supporting Disabled Learners

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
J/504/0115	318	Principles of learning support: disabled learners	6
T/504/0112	319	Learning support in lifelong learning contexts: disabled learners	6
K/504/0074	320	Supporting learning: disabled learners	6
Y/504/0068	321	Supporting disabled learners	6
D/504/0122	322	Supporting learners with learning disabilities	6
Optional			
R/504/0067	201	Preparing to support learning	6
L/504/0066	301	Preparing to support learning	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 in Supporting Disabled Learners (6259-06):

6305-24	Level 5 Diploma in Teaching Disabled Learners	600/5804/3
6305-33	Level 5 Diploma in Teaching in the Lifelong Learning Sector (Disabled Learners)	600/5626/5

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.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

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

This qualification requires practitioners to be practising in a literacy, language and numeracy learning support role.

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 with disabled learners. There are no other entry requirements for this qualification. However, 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. Delivery can be contextualised to supporting disabled learners. However, there should be an opportunity for those holding an Award in Preparing to Support Learning to start on programmes after that is completed. If delivery has been contextualised, appropriate support for those joining the programme at this point should be considered. A holistic approach should normally be taken with the remaining mandatory units and optional credit.

Three units from the generic qualification are contextualised (318, 319 and 320). One additional mandatory unit provides the knowledge and understanding required for supporting learners with a range of disabilities and impairments (321). At this time only one optional unit has been developed for Group C of the Rules of Combination (322). The focus of this unit is an understanding of learning disabilities. This prepares learning support practitioners for working with learners with a cognitive impairment.

Practice

There is a requirement for a minimum of 40 hours of practice. For the following units there is no requirement to undertake practice other than as micro learning support for assessment purposes.

- Preparing to support learning (Level 2)
- 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. All practice must be supporting disabled learners. It is recommended that the learning support practitioner has access to specialist expertise in the relevant areas of the specialism.

Observed and assessed practice

There must be a minimum of four observations totalling a minimum of four hours. Any single observation must be a minimum of forty five minutes. All observations must be of trainees supporting disabled learners. These observations should be undertaken by specialists with appropriate expertise. These are minimum requirements. 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.

- 318 Principles of learning support: disabled learners
- 319 Learning support in lifelong learning contexts: disabled learners
- 320 Supporting learning: disabled learners



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 in order to achieve the qualification. All trainees 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 trainee's current role.

Support materials

The following resources are available for this qualification:

Description

Exemplar assignments

Model answers/grading criteria for exemplar assignments

How to access

In Assessment Pack, to be found on the City & Guilds website
www.cityandguilds.com

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 ePortfolio 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 following units but do not have to be used:

201	Level 2 Preparing to support learning
301	Level 3 Preparing to support learning
318	Level 3 Principles of learning support: disabled learners
321	Level 3 Supporting disabled learners

Level 3 Certificate in Supporting Disabled Learners			
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
301	Preparing to support learning (Level 3) (6)	Portfolio/ exemplar assignment	6259 Assessment pack
318	Principles of learning support: disabled learners	Portfolio/ exemplar assignment	6259 Assessment pack
319	Learning support in lifelong learning contexts: disabled learners (Level 3) (6)	Portfolio	6259 Assessment pack
320	Supporting learning: disabled learners (Level 3) (6)	Portfolio	N/A
321	Supporting disabled learners (Level 3) (6)	Portfolio	N/A
322	Supporting learners with learning disabilities (Level 3) (6)	Portfolio/ exemplar assignment	6259 Assessment pack

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.

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.
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
<p>Contexts – one to one, group, classroom based, work based, distance/virtual delivery.</p> <p>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.</p> <p>National and local policy and regulatory requirements – awareness of current policies relating to own practice.</p>

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

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

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

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

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.

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 318

Principles of learning support: disabled learners

UAN:	J/504/0115
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 key values and principles underpinning learning support practice, the learners and how to promote inclusive and independent learning.
Observation and Assessment	<p>This unit requires the practice of practitioners to be observed and assessed in a supporting learning environment. Observations can be formative and summative.</p> <p>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.</p>

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 inform 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, interest. Learner-led. Factors – Economic, cultural, social, motivational, disability, expectations. Individual learning support needs – legislation, entitlement, organisational, accessibility, situational, emotional, disability.

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\preferences, accessible, stimulating, rewarding, motivating, respectful.

Ways of communicating – verbal, written, non-verbal.

Ways of encouraging behaviours – positive praise, setting a good example, listening, setting clear limits.

Ways to engage and motivate learners – creating a friendly non-judgemental atmosphere, using a range of teaching style.

Ways to support learners to articulate their learning support needs and preferences – reviews, Individual learning plans(ILPs), tutorials, group discussion, learner led, learner voice, own language usage.

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.

Ways – communicate, convey, negotiate or assert interests and needs.

Unit 319

Learning support in lifelong learning contexts: disabled learners

UAN:	T/504/0112
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
<p>Contexts – one to one, group, classroom based, work based, distance\virtual delivery.</p> <p>Transferred – tracking documentation, ILPs, PCPs, Learner Reviews, Learner Profiles, initial assessment.</p> <p>Policy and regulatory frameworks – current policies relating to organisational and individual practice, current legislation relating to role.</p>

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.

Range
<p>Relationship – tutorial support, subject specific support, specific needs, referral services and systems, case reviews. professional, established boundaries, shared goals, mutual trust and respect, non-dependency.</p> <p>Leading – teaching\support team, recording and tracking progress documentation.</p> <p>Others involved – multi-disciplinary team working, referral services\systems, other learners, parents, safeguarding officers, managers, specialists.</p>

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.

Range
<p>Identified needs – ILPs, PCPs, reviews, tutorials, feedback methods.</p> <p>Work with others – multi-disciplinary team working, referral services\systems, collaboration, shared responsibility, communication, shared goals.</p> <p>Share information – case reviews, monitoring systems, recording systems, tracking documentation, progress reviews, safeguarding.</p> <p>Working relationships – individual learner, teacher\tutor\support staff, external referral systems.</p>

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.

Range
<p>Own learning support practice – reflective practice, CPD, appraisals, supervision, learner feedback.</p> <p>Areas for development – reflective practice, skill needs analysis, reviews, learner feedback, appraisals, observation, CPD profiles.</p> <p>Plan development opportunities – skill needs analysis, CPD profiles, appraisals, ReFlect (IfL) records.</p>

Unit 319 **Learning support in lifelong learning contexts: disabled learners**

Supporting information

Guidance

Help can be found from the following agencies, acts and policies:

- Equality Act (2010)
- Ofsted
- Safeguarding of Vulnerable Adults/Children

Unit 320

Supporting learning: disabled learners

UAN:	K/504/0074
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 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
<p>Principles – social learning, learner centred approaches, goal oriented, personal development.</p> <p>Ways – visual, auditory, reading, kinaesthetic (VARK), general learning preferences.</p> <p>Effective – active learning, positive learning environment, positive interactions and relationships, assessment for learning, self assessment, peer assessment.</p>

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

Range
<p>Learning programmes – course specifications, curriculum planning, schemes of learning, lesson planning, defined goals, training.</p> <p>Identifying learners' needs – ILPs, person centred plans (PCPs), ALSPs (additional learning support plans).</p> <p>Planning of a learning programme – co-delivery, support systems, referral systems.</p> <p>Review – ILPs, PCPs, course team meetings, recommendations from IV/EV reports, assessment plans, logs and diaries, ALSPs.</p> <p>Recording – tracking documents, assessment for learning, learner report.</p>

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
Integrated – schemes of learning, lesson plans, tracking documents, assessment plans, distance travelled and value added measures, additional support outside of classroom Apply – resources, activities, activity and task sheets. Identified needs – differentiation, how to identify needs, matching activities to learners needs, ILP's, statements, PCPs, S139, ALSPs.

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 – social media: Facebook, twitter. Electronic resources: VLE, television, video, email, iPad, mobile technology. Other learning professionals – referral systems, specialist support tutors, specialist LSPs, case conferences, curriculum meetings, PCPs, ILPs, ALS manager, safeguarding officer, mentor, counsellors, student services, social care workers, mental health practitioners.

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.

Range
Ways – ILPs, learner profiles, tracking documentation, specialised support, individualised support and resources, accessibility requirements. Resources – CSW, eye gaze, iPad, BSL glossary, video camera, touchspeak, catching confidence, multiple approach. Assistive technology, inclusive technology, organisational needs, specific needs. Adapt – identify the learner’s needs, ILP, learner profile, tracking documentation, use different types of aids i.e. physical, technological, emotional, learner voice. Accessibility, language needs, modification. Use – ILPs, PCPs, learner profiles, tracking documentation, observation, course and curriculum reviews. Accessibility, understanding, engagement.

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.

Range
Assessment for learning - ipsative assessment, assessment strategies, initial formative and summative assessment, realistic decisions, SMART targets, learner voice. Assessments – initial assessment, formative assessment, summative assessment, assessment briefs, assessment reviews/feedback and records.

UAN:	Y/504/0068
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 definitions of disability, the social model of disability, how a range of disabilities affect learning and ways disabled people may contribute.
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 how disabilities can affect learning
Assessment criteria
The learner can: 1.1 explain how different disabilities can affect learning 1.2 explain the impact of dual or multiple disabilities on learning 1.3 explain the importance of asking learners how disability(ies) affects their learning.

Range
<p>Different disabilities – specific, non-specific, physical, sensory, complex.</p> <p>Affect learning – receiving, processing and analysing information, reasoning, achievement.</p> <p>Impact – engagement, participation, inclusion, accessibility, accessibility, equality.</p> <p>Importance of asking learners – learner led support, collaboration, understanding, individualisation, personalisation, tailored support.</p>

Learning outcome
The learner will: 2. Understand how to work within a social model of disability
Assessment criteria
The learner can: 2.1 explain the key features of a social model of disability 2.2 explain the responsibilities of the learning support practitioner in promoting a social model of disability 2.3 explain how beliefs and assumptions about disabilities inform own learning support practice.

Range
<p>Social model of disability – exclusion, systematic barriers and attitudes within society seen as disabling people rather than their conditions.</p> <p>Responsibilities – moral, ethical, legal, policy and procedural, occupational standards, knowledge.</p> <p>Beliefs – attitudes, myths, limited knowledge or awareness.</p> <p>Assumptions – over/under support, unrealistic expectations, expect all learners with the same disability to have the same attitude and need.</p>

Learning outcome
The learner will: 3. Understand ways disability is defined
Assessment criteria
The learner can: 3.1 describe different cultural concepts and definitions of disability 3.2 explain how ethnicity and disability can be reflected in learning support resources and activities.

Range
<p>Cultural concepts and definitions of disability – disability seen as key issue and culture ignored, how a disability is identified varies from culture to culture, different concepts and definitions of disability.</p> <p>Reflected – visual resources depicting ethnicities and disabilities, inclusive language.</p>

Learning outcome

The learner will:

4. Understand ways to use alternative and augmentative methods of communication with disabled learners

Assessment criteria

The learner can:

- 4.1 describe **alternative** forms of communication to conventional speaking and listening
- 4.2 describe **techniques** to develop learners' communication skills through verbal and sensory approaches
- 4.3 explain the **importance of observation skills** for communicating with learners
- 4.4 describe **communication aids** that can be used to meet the individual needs of learners.

Range

Alternative – non-verbal communication, Makaton, British sign language, sign supported English, technological aids.

Techniques – multi-sensory learning, visual audio and kinaesthetic, Makaton, technology, lights.

Importance of observation skills – gauge understanding, feedback, understanding of learner's profile enhanced through awareness.

Communication aids – technological aids, assistive technologies such as eye gaze equipment, communication support worker, learning support practitioner.

Unit 321 **Supporting disabled learners**

Supporting information

Guidance

For outcome 2.1 Learners can be taught of other models of disability in order to make comparison with the social model and to aid understanding.

Unit 322

Supporting learners with learning disabilities

UAN:	D/504/0122
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is underpinned by 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 impact of a learning disability on learning, a person centred approach and factors affecting progression It aims to develop skills to use inclusive learning support approaches and activities.

Learning outcome
The learner will: 1. Understand the impact of a learning disability on learning
Assessment criteria
The learner can: 1.1 describe how learning disabilities can affect learning 1.2 describe how a learning disability can affect a learner's behaviour .
Range
Affect – receiving, processing and analysing information, reasoning, achievement. Behaviour – unpredictable, advanced, immature, disruptive.

Learning outcome
The learner will: 2. Understand how a person-centred approach can support a learner with a learning disability
Assessment criteria
The learner can: 2.1 describe key features of a person-centred approach 2.2 explain the importance of learning preferences in the context of working with learners with learning disabilities 2.3 explain the importance of inter-agency collaboration for learning support practice 2.4 explain the importance of having high expectations and aspirations for learners.

Range
Key features of a person-centred approach – placing the learner at the centre and meeting their needs and wishes. Preferences – choice, learner led consultation. Inter-agency – shared skills, expertise, experience, mutual authority and accountability, relationships. Expectations – positive, challenge, motivation. Aspirations – achievement, ambition, goals, outcomes.

Learning outcome
The learner will: 3. Understand key factors affecting progression for people with learning disabilities in life, learning and work
Assessment criteria
The learner can: 3.1 explain how perceptions of people with learning disabilities can affect their participation in life, learning and work 3.2 describe support activities that prepare learners for transitions in learning and work 3.3 explain how national, regional and local policy influence learning and work opportunities for people with learning disabilities 3.4 explain ways to encourage learners to think about further learning and work opportunities.

Range
Perceptions – expectations, aspirations, attitudes, opinions. Prepare learners for transitions – planning, preparation, collaboration, outcome oriented, needs, preferences. Influence – affect , conditions, parity, responsibility. Encourage – advice, support, preparation, embedding, goal setting.

Learning outcome

The learner will:

4. Be able to use inclusive learning support activities to meet the needs of learners with learning disabilities

Assessment criteria

The learner can:

- 4.1 provide learning activities which match the learner's level of **cognitive development**
- 4.2 provide learning activities to support a learner's concentration, memory and retention of information
- 4.3 use **multisensory** resources to meet individual learning needs
- 4.4 use activities to encourage and assist learners to **organise** and **manage** their own learning
- 4.5 use activities to encourage and assist learners to manage their **behaviour** in the learning environment.

Range

Cognitive development – ability, schema, understanding, perspective.

Multisensory – visual, audio, kineasthetic, preferences.

Organise – structure, plan, resources, learner directed.

Manage – autonomy, responsibility, independence.

Behaviour – personal, verbal, non-verbal, work, attitude.



Appendix 1 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 Supporting Literacy, Language and Numeracy Learning (6259-04)
- Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning (6259-05)
- 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 2 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.

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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City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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