

Level 2/3 Award in Preparing to Support Learning

Level 3 Certificate in Learning Support (7320)

Qualification handbook

QCA ref:

Level 2 Award in Preparing to Support Learning (500/5919/1)

Level 3 Award in Preparing to Support Learning (500/5918/X)

Level 3 Certificate in Learning Support (500/5934/8)



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Level 3 Certificate in Learning Support (7320)

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1 About this document

This document contains the information that centres need to offer the following qualifications:

Level 2 Award in Preparing to support learning (7320-01) QCA reference no. 500/5919/1
Level 3 Award in Preparing to support learning (7320-02) QCA reference no. 500/5918/X
Level 3 Certificate in Learning support (7320-03) QCA reference no. 500/5934/8

This document provides guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with and progression to other qualifications
- qualification standards and specifications
- assessment requirements
- recording forms.

2 About the qualifications

2.1 Accreditation details

Accreditation details

These qualifications are accredited by the Qualifications and Curriculum Authority (QCA) at Levels 2 of the QCF. The Award in Preparing to Support Learning is available at Levels 2 and 3; the Certificate in Learning Support is Level 3.

Qualifications and Credit Framework (QCF)

The QCF replaces the National Qualifications Framework (NQF) in England and Northern Ireland, and is intended to replace the regulated pillar within the Qualifications and Credit Framework for Wales (CQFW). It is also intended to align with the Scottish Credit and Qualifications Framework (SCQF). The QCF provides a way of recognising achievement through the award of credit for units and qualifications. Units within the framework are allocated a:

- level to indicate the level of difficulty
- credit value to indicate the size of the unit. 10 hours of **learning time** = 1 credit value.

Learning time is a notional measure of the amount of time a typical candidate might be expected to take to complete all the learning relevant to achievement of the learning outcomes. It differs from Guided Learning Hours (GLH) which represent only those hours a tutor/trainer or facilitator are present and contributing to the learning process. Learning time takes into account all learning relevant to the learning outcomes, regardless of where, when and how it has taken place.

The QCF recognises learning by awarding credit each time a candidate successfully completes a unit. Candidates can accumulate and transfer credit achievement over time.

A unit is the smallest part of learning for which credit is awarded. Candidates can also gain credit for full qualifications.

For further information about the QCF, CQFW and the SCQF, please refer to the websites for each country's regulatory body.

2 About the qualifications

2.2 Aims of the qualifications

These qualifications are intended to meet the needs of generalist learning support practitioners and will provide accredited professional development opportunities for those currently and newly working in the lifelong learning sector. The aim is to professionalise the learning support practitioner workforce.

Learning support contributes to the provision of inclusive learning opportunities. It enables identified learner needs to be met and learners' independence, achievement and progression to be promoted. Learning support practitioners provide support to meet a range of needs, across all areas of learning and in a wide range of formal and informal settings. They can be found working across the lifelong learning sector and in a diverse range of roles. Learning support practitioners share common aspects of practice. They:

- support learners within the learning process
- work directly with learners
- work under the direction of the person(s) leading the learning.

These qualifications are underpinned by the National Occupational Standards for learning support practitioners. They provide a nationally developed initial training route for all learning support practitioners.

The assessment criteria in the mandatory units of assessment define the essential knowledge, understanding and professional practice required of a competent practitioner. Optional credit provides opportunities to address professional development needs specific to particular sections of this very diverse workforce. Optional credit is also significant in providing opportunities that support progression.

The Level 2/3 unit of assessment, Preparing to support learning, provides the basis for an introductory programme, appropriate for both new and existing learning support practitioners. It represents a minimum standard for practice as a learning support practitioner.

The aims of these qualifications are to:

- meet the needs of candidates who work or want to work as Learning Support Practitioners in the lifelong learning sector
- allow candidates to learn, develop and practise the skills required for employment and/or career progression in the lifelong learning sector
- provide valuable accreditation of skills and knowledge for candidates, without requiring or proving occupational competence.

2 About the qualifications

2.3 Rules of combination

Rules of combination are used to define the structure of qualifications. The rules of combination specify the credits which must be achieved through a particular combination of units to gain a full qualification.

7320-01 L2 Award in Preparing to Support Learning

201

7320-02 L3 Award in Preparing to Support Learning

301

7320-03 L3 Certificate in Learning Support

201 or 301 (can be achieved at either Level 2 or 3) (6 credits)

Plus

302 and 303 and 304 (18 credits)

Plus

at least six credits (at Level 2 or Level 3) from optional units with a maximum of 12 credits:

305, 306, 311, 312 and 313.

Candidates can opt to take an additional six credits from the optional units. This credit can be achieved at level 2 or level 3 subject to the overall requirement of awarding institutions. However, in order to comply with the requirements for a qualification developed and delivered within the QCF, the majority of the total credit should be achieved at the level of the qualification. For example, if a candidate has achieved 6 credits at level 2 for the *Preparing to support learning* unit and six credits at level 2 from the required optional units, and wishes to select six additional credits, some of this additional credit would need to be achieved at level 3 to satisfy this requirement.

City & Guilds unit number*	Unit title	Mandatory/ optional unit	Level	Credit value	Excluded combination of units (if any)
Unit 201	Preparing to support learning	Mandatory	2	6	Cannot be taken with unit 301
Unit 301	Preparing to support learning	Mandatory	3	6	Cannot be taken with unit 201
Unit 302	Learning support in the lifelong learning context	Mandatory	3	6	
Unit 303	Learning support principles	Mandatory	3	6	
Unit 304	Approaches to learning	Mandatory	3	6	

Unit 305	Equality and diversity	Optional	3	6
Unit 306	Managing behaviours in the learning environment	Optional	3	6
Unit 311	Providing learning with personal care support	Optional	3	3
Unit 312	Supporting learners in a subject or vocational area	Optional	3	6
Unit 313	Support the learning of 14-19 year olds	Optional	3	6

*For details of component numbers for the specified units above, please refer to the *Online Catalogue on Walled Garden* (www.walled-garden.com)

These qualifications consist of units that are credit rated in accordance with the Qualifications and Credit Framework (QCF). Hence, centres and candidates are able to use the flexibility of the framework to develop an approach to training and qualification that matches the needs of the individual and organisation.

Candidates and tutors must to be aware that:

- on achievement of sufficient credits, a certificate will be awarded at level 3
- it is not necessary for a candidate to achieve all of their credits at level 3 in order to gain the full certificate. For example, a candidate may achieve the first unit (Preparing to support learning) at either level 2, or level 3 without affecting their final certificate
- it is expected that over 50% of credits are achieved at level 3 in order to gain the full Level 3 Certificate
- a full certificate must include the four mandatory units
- a candidate can achieve up to six additional credits if they wish.

Certificates of unit credit.

Certificates of unit credit (CUC) will be issued to candidates for each successfully completed unit, even if the full qualification is not attempted.

Candidates who do complete a full qualification will receive, in addition to their full certificate, a CUC for each unit achieved.

2 About the qualifications

2.4 Sources of information and assistance

Related publications

City & Guilds also provides the following documents specifically for these qualifications:

Publication	Available from
Community & Society Guidance updates	www.cityandguilds.com
Product News	www.cityandguilds.com

Other essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- **Providing City & Guilds qualifications – a guide to centre and qualification approval** 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.
- **Ensuring quality** contains updates on City & Guilds assessment and policy issues.
- **Online catalogue/shop** contains details of general regulations, registration and certification procedures and fees.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about the City & Guilds group, accessing qualification information and publications.
SmartScreen	www.smartscreen.co.uk	SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

e-mail	Query types
<hr/> learnersupport@cityandguilds.com	all learner enquiries, including <ul style="list-style-type: none">• requesting a replacement certificate• information about our qualification• finding a centre.
<hr/> centresupport@cityandguilds.com	all centre enquiries
<hr/> walledgarden@cityandguilds.com	all enquiries relating to the Walled Garden, including <ul style="list-style-type: none">• setting up an account• resetting passwords.

3 Candidate entry and progression

Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity successfully to gain the qualifications. Also, centres must conduct initial assessment of their personal skills in English, Mathematics and ICT. All Learning Support Practitioners need to be confident in their personal skills at Level 2 (QCF).

Please see section 5 of this document, Course design and delivery, which offers guidance on initial assessment.

Age restrictions

These qualifications are not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

Other legal considerations

Candidates and centres are reminded in order to undertake a role in supporting young people and vulnerable adults, legal requirements must be met with regards to current Criminal Records Bureau (CRB).

- Learners entering the [eg Mental Health] workforce may be legally required to undergo criminal record checks prior to taking up employment/work placement. Centres, employers and placement providers must liaise closely with one another to ensure that any requirements for the particular area of work are fully met.
- As the requirements between sectors and countries may vary, checks should be made with the appropriate regulatory body and/or government department/s if employers or placement providers are uncertain of the requirements.

Progression

On completion of the Level 2 and 3 Awards in Preparing to support Learners candidates may progress to the Level 3 Certificate in Learning Support.

On completion of the Level 3 Certificate in Learning Support candidates may wish to consider gaining qualified teaching status and can progress to the following qualifications provided they meet the necessary entry requirements:

7303 Level 3/4 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)

7304 Level 3/4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)

7305 Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS).

Europass Certificate Supplement

A Europass Certificate Supplement will shortly be available for the Level 2/3 Awards in Preparing to Support Learning and the Level 3 Certificate in Learning Support.

The Certificate Supplement is part of a European initiative called Europass which aims at facilitate mobility by making it easier to understand skills and qualifications, especially outside the issuing country.

The Certificate Supplement can be used to help learners find a job, get experience or enrol in an education or training programme abroad. It may also assist employers to identify the best applicant to work for their organisation.

The Certificate Supplement sits alongside the official certificate and is supplied by the awarding body which develops the qualification.

For more information on Europass and to download the Certificate Supplement for free, please visit **www.cityandguilds.com/europass**.

4 Centre requirements

4.1 Centre, qualification and fast track approval

Centres not yet approved by City & Guilds

To offer these qualifications, new centres must gain both **centre and qualification approval**. Organisations approved by City & Guilds are referred to as centres.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the centre approval process (CAP). Centres also need approval to offer a specific qualification. This is known as the qualification approval process (QAP), (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in Providing City & Guilds qualifications - a guide to centre and qualification approval, downloadable from the City & Guilds website (www.cityandguilds.com).

Regional/national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until centre and qualification approval has been obtained and candidates are registered for the programme. Further guidance is contained in Providing City & Guilds qualifications - a guide to centre and qualification approval.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales are contained in Providing City & Guilds qualifications.

Existing City & Guilds centres

To offer these qualifications, centres already approved to deliver City & Guilds qualifications must gain **qualification approval**. Further details on the qualification approval process are available in Providing City & Guilds qualifications - a guide to centre and qualification approval.

4 Centre requirements

4.2 Resource requirements

Human resources

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- trainer / tutor
- assessor
- internal verifier.

Staff delivering the qualifications

All new teachers delivering publicly funded qualifications in the learning and skills sector (all post 16 education – including FE, adult and community learning, work-based learning, offender education) in England are now required to take qualifications which form part of the Qualified Teacher – Learning and Skills (QTLS) framework. City & Guilds offers a range of qualifications within the QTLS framework. Information is available on the QTLS pages of www.cityandguilds.com.

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

- be technically competent in the area for which they are delivering training and/ or have experience of providing training. This knowledge must be at least 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.

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.

Site agreements

Centres must ensure that all sites clearly understand their roles, responsibilities, authorities and accountabilities. It would therefore be advisable for centres to have documented and signed (partnership) agreements with all assessment sites. The content of such agreements must be devised on an individual centre basis but consideration should be given to the inclusion of the following areas:

- centre membership requirements/criteria. By implication this might mean the rejection of some applicants where they cannot or will not meet the centre membership requirements. eg participating in assessment activities including attending standardisation meetings
- commitment to centre policies and practices eg policy for candidate appeals/complaints and access to fair assessment
- access to the workplace and protocols for peripatetic assessors
- responsibilities for establishing and communicating any issues concerning 'fit person' checks are required by the relevant regulator eg criminal records/POVA clearance checks. These are usually the responsibility of the employer but where centres are placing students in work places they will need to liaise closely with placement providers about this area. (The appropriate service regulator identifies and 'fit person' criteria, not the Awarding Body)
- responsibilities for ensuring that candidates are operating in a work place where the standards of practice fully support candidates to demonstrate their competence.

This list is not exhaustive but may assist centres in identifying areas which need an explicit statement of commitment for member assessment sites/satellites in order to avoid future problems.

4 Centre requirements

4.3 Administration, registration and certification

QCF Technical Requirements

Centres must register with QCA to obtain access to the Learner Registration Service (LRS) in order to obtain the Unique Learner Number (ULN) and Learner Achievement Record (LAR) for their learners. Information on how to do this can be obtained from **www.cityandguilds.com/QCFIT**

Learners are awarded credit for the unit they have completed which is recorded on their QCF Learner Achievement Record (LAR). They may continue to accumulate credit towards a full qualification at a later date if they wish provided it is within the timescales of accreditation for the particular qualification. The LAR also indicates to the learner how many more credits they need in order to achieve a full qualification and progression routes.

City & Guilds' administration

Full details of City & Guilds' administrative procedures for these qualifications are provided in the *Online Catalogue*. This includes information on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

Centres should be aware of time constraints regarding the registration and certification periods for the qualifications, as specified in the City & Guilds *Online Catalogue*.

Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualifications are subject to change. The latest News is available on the website (**www.cityandguilds.com**).

Regulations for the conduct of examinations

Regulations for the conduct of examinations for online and written examinations are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval* and in the *Online Catalogue*. Centres should ensure they are familiar with all requirements prior to offering assessments.

Retaining assessment records

Centres must retain copies of candidate assessment records for at least three years after certification.

Notification of results

After completion of assessment, candidates will receive, via their centre, a 'notification of candidate results', giving details of how they performed. It is not a certificate of achievement.

Certificates of unit credit (CUCs)

A certificate of unit credit records the successful completion of a unit. Centres can apply to City & Guilds for CUCs at any time after candidates have achieved a unit. They do not need to wait until the full programme of study has been completed.

Full certificates

Full certificates are only issued to candidates who have met the full requirements of the qualification[s], as described in section 2.3 Rules of Combination.

4 Centre requirements

4.4 Quality assurance

Providing City & Guilds qualifications - a guide to centre and qualification approval provides full guidance on:

- internal quality assurance
- external quality assurance
- roles and responsibilities of quality assurance staff.

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

For this qualification centres must develop an assignment/assessment sampling strategy and plan which must be implemented by all those undertaking the internal verification role. Centres already offering N/SVQs will find that their internal verification process can be adapted to establish an internal quality assurance system for this VRQ.

In order to fully support learners, centres are currently required to retain copies of learners' assessment and verification records for three years after certification.

External quality assurance

External quality assurance of the qualifications will be provided by City & Guilds external verification process.

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, external verifiers must have appropriate occupational and verifying knowledge and expertise. City & Guilds' external verifiers attend training and development designed to keep them up-to-date, facilitate standardisation between verifiers and share good practice.

City & Guilds external verifiers use electronic report forms designed to provide an objective risk analysis of individual centre assessment and verification practice.

External verifiers:

The role of the external verifier is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling

- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and to City & Guilds.

5 Course design and delivery

5.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should:

- identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- identify any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.
- assess candidates' skills in literacy, numeracy and ICT
- demonstrate candidates' confidence in their own personal skills at level 2. Achievement at level 2 is desirable.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Candidates must be reminded about the legal requirements of supporting before undertaking the course. Learning Support Practitioners may need to be checked by the Criminal Records Bureau in order to work within some organisations.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the *Centre toolkit*.

5 Course design and delivery

5.2 Recommended delivery strategies

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

Centres may design course programmes in any way that

- best meets the needs and capabilities of their candidates
- meets the requirements of the qualifications.

In particular, staff should consider the skills and knowledge related to the National Occupational Standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Functional Skills and other related qualifications.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

5 Course design and delivery

5.3 Data protection, confidentiality and legal requirements

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Centres offering these qualifications may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications - a guide to centre and qualification approval*.

Protecting identity

It is important to protect the identity of the individuals encountered by candidates in the work setting, eg customers, clients and patients.

Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.

When recording evidence towards these qualifications, candidates are expected in particular to protect the identity of children in their care, and that of the placement/workplace by disguising their names and that of the placement nursery.

Legal requirements

There are no legal requirements affecting these qualifications.

6 Relationships to other qualifications

6.1 Personal, Learning and Thinking Skills (PLTS)

Candidates taking this [these] qualification[s] will demonstrate PLTS in the following areas:

Unit number	Personal, Learning and Thinking Skills Areas					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participators
e.g. 001	✓		✓		✓	
001	✓	✓	✓	x	✓	✓
002	✓	✓	✓	✓	✓	✓
003	✓	✓	✓	✓	✓	✓
004	✓	✓	✓	✓	✓	✓
005	✓	✓	✓	✓	✓	✓
006	✓	✓	✓	✓	✓	✓
007	✓	✓	✓	✓	✓	✓
008	✓	✓	✓	✓	✓	✓

7 Assessment

7.1 Summary of assessment requirements

For these qualifications, candidates will be required to complete the following assessments:

- **one reflective learning journal**

City & Guilds provides the following assessments:

- a reflective learning journal template is included in this document.

Learning Support Practitioner assessment strategy

Assessment for the Learning Support Practitioner qualifications will be based on a Reflective Learning Journal (RLJ) written by the candidate during the course. Candidates must meet all assessment criteria in a unit to achieve a PASS.

Centres should agree with candidates the most appropriate assessment criteria to be addressed in a particular journal entry. This should be based on the candidate's current practice and the subject areas currently being addressed in the learning programme/course. If a candidate doesn't meet a criterion in a particular journal entry, s/he can attempt it again in a later entry.

This approach gives the candidate flexibility in meeting the assessment requirements, whilst focussing on the most pertinent subject areas. It also allows the centre to know where in the journal a particular assessment criterion has been attempted, for the purposes of candidate assessment and internal verification. The City & Guilds EV can more easily sample candidates' work in order to quality assure the assessment process.

The journal should not only be a vehicle for meeting the assessment criteria. It should be a reflective account of the candidates' learning and experiences throughout their course and learning support practice.

Candidates are required to write a journal from the commencement of the programme, which encompasses their own learning and teaching practice. The journal entries must provide the basis for meeting the required assessment outcomes. Only **one** journal is required across the full programme.

If a candidate doesn't meet all the criteria through the journal, centres may conduct a professional discussion to ensure that all the criteria have been met. This should be recorded and made available to the EV on request.

Grading and marking

Grading for these units and qualifications is pass or fail.

The reflective learning journal is internally marked and graded.

What the results mean:

Pass: is achieved when all assignment tasks have been passed.

- Fail:** when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.
- Resubmission:** normally learners may resubmit their assignment work once if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the learner, the centre should advise and seek approval from their external verifier.

Sample assessments

In addition to the recording requirements stated above City & Guilds provides a sample reflective learning journal entry which is included in Appendix 7 of this handbook.

7 Assessment

7.2 Recording forms

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

City & Guilds has developed a set of recording forms specifically for these qualifications.

They are available from the City & Guilds website and this handbook.

Although it is expected that centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

8 Units

8.1 About the units

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- Title
- aim
- level
- credit value
- unit aim
- relationship to NOS/other qualifications
- endorsement by a sector or other appropriate body
- key skills/PLTS mapping
- statement of learning hours
- assessment and grading
- learning outcomes which are comprised of a number of practical and/or knowledge based assessment criteria
- guidance notes.

Units

8.2 Glossary of terms used in the units

The following key words and terms are used in the units.

Term	Definition
Action plan	A formal agreement between a tutor and learner setting out what will be achieved with target dates
Aim	General statement outlining what the trainer hopes to achieve during the session or programme of training
Analyse	Examining something in detail to discover meaning and/or essential features
AP(E)L	Accreditation of Prior (Experiential) Learning
Assessment	Process of measuring the achievement of learners
Assessment methods	Instrument chosen to assess a given outcome, eg written test, skills tests, observation of learner performance, reports and questioning
Assessment records	Documents used to record the outcome of an assessment, eg an organisation pro forma or observation report
Assessor	The person making a decision as to a candidate's competence
Awarding Body	Body approved by the Qualifications and Curriculum Authority which awards qualifications
Candidate	Person who is studying and being assessed for a qualification
Communication	The transfer of information, from one person to another, with the intention of bringing about a response
Competence	Ability to do something to a set agreed standard, normally measured by undertaking an observable process or producing a final product (see assessment methods)
Contact hours	The number of hours allocated for programme delivery; including group tutorials and the delivery of the theory aspect of the assessments
CPD	Continuous Professional Development
Describe	Providing a detailed statement or account of something, eg a teacher's responsibilities in the teaching/training cycle
Diagnostic assessment	The assessment methods used to discover strengths and weaknesses in a learner's work and determine future action
Discuss	An exploration of issues in either speech or writing
Demonstrate/ demonstration	Showing learners the best way to undertake a task or develop a skill by illustrating how it is done by actual performance
Diagnostic meeting	Meeting to determine the present level of skills and knowledge of a learner and, normally, to determine a future programme for further development
E-learning	Electronic learning – learning which is supported or enhanced through the application of information and communication technology
E-learning online	Electronic learning via an intranet or the internet
E-learning on-site	Electronic learning in the organisation's own learning environment using ICT

Evaluation	Gathering information to give a measure of the effectiveness of learning
Explain	A reasoned account which justifies/clarifies an issue and/or points of an issue
External Verifier	Appointed by City & Guilds to ensure that all assessments undertaken with centres are fair, valid, consistent and meet the requirements of the standards
Feedback	Written or oral information given to learners regarding their progress
Formative assessment	On-going assessment carried out throughout a programme of learning
Functional Skills	English, mathematics and ICT skills that provide individuals with the essential knowledge, skills and understanding to enable them to operate confidently, effectively and independently in life and at work.
Ground rules	Agreed codes of behaviour between the teacher and the learner. Usually agreed at the beginning of the programme, eg non-use of mobile phones
Group	Learners being taught together (three or more)
Ice breakers	Fun and light-hearted ways of introducing learners to each other
ICT	Information Communication Technology – the combination of computing and communication technologies (including computer networks, telephone systems and the internet)
Identify	Determining the factors or features of an activity, requirement, issue and/or a point
ILP	Individual Learning Programme (see also, Action plan)
ILT	Information and Learning Technology – the use of information and communication technologies to support learner activities
Initial assessment	A way of ascertaining learning styles. Assessment methods used to discover strengths and areas for development in a learner's work and determine future action. A means of measuring a learner's ability, eg a literacy test
Institution/ organisation	The establishment where the teacher is working with learners. This will normally be a school, a college of further or higher education, a private training or education establishment, a company with in house training provision, adult or community or work-based setting
Instruct/ instruction	Where the tutor tells the learner what to do to achieve a particular skill or objective
Internal Verifier	Appointed by a centre to ensure that all assessments undertaken within the centre are fair, valid, consistent and meet the requirements of the standards
Internet	Worldwide computer network
IT	Information Technology – the computer infrastructure, hardware and software used to process data and deliver information
Learner/student	Person who is being taught or trained
Learning sessions	A period of input by a teacher using a variety of methods such as lessons, practical etc
Learning programme	Scheme of work, programme of work or study
Learning style	Particular way in which an individual prefers to learn eg visual, aural, kinaesthetic
Learning support	Support for learners which enables identified needs to be met and learners' independence, achievement and progression to be promoted
Learning support practitioner	A person who works with learners, within the learning process and under the direction of the person(s) leading the learning
Lifelong learning	This includes all learning which is not compulsory, so includes FE,

sector	community and adult education, offender education, HE, libraries, archive and information services and work based learning and for those in the voluntary sector
List of resources	Black board, white board, text books, handouts, overhead projector, ICT etc
LLUK	The sector skills council (SSC) for lifelong learning in the UK
Mentor	Person giving one-to-one support to a learner
Methods of assessment	Observations, questions, simulations, witness testimony, work products, professional discussion, prior experience, candidate discussion, projects, assessments, tests etc
Motivation	How a learner is disposed towards learning, extrinsic-external reasons for learning, intrinsic-internal desire to learn for self fulfilment
Multi-media	The use of various types of equipment to present text, graphics, video, animation and sound in an integrated way
Non-contact hours	This covers the candidate's individual tutorial support time, developmental activities, research, self-study and teaching practice
Non-verbal communication	Any communication that does not involve the spoken word, eg body language, facial expression
Objective	A statement of what will be learned as a result of the training received
On-the-job	In the working environment
Pedagogy	The process of teaching
Peer group	Others within the candidate's learning group
Pro forma	Blank form for use by candidates/assessors
Reliability	Consistency of measurement achieved by the use of an assessment method
Session plan	Plan prepared by the trainer prior to delivery of a training session
Skills	An organised pattern of mental and/or physical activity. Examples of skills include practical, numerical, decision-making and social
Skills analysis	See Task analysis
Skills for Life	The skills of numeracy, literacy and language which enable a person to function fully in life and work
SMART	Specific, Measurable, Achievable, Realistic, Time bound
Summarise	A brief account of the main issues/points explored and/or examined
Summative assessment	An assessment made to determine the final level of achievement. Often done by a final test or examination
Task analysis	Breakdown of a task/job into its component skills (sometimes referred to as Skills analysis)
Teaching/ training cycle	System approach which includes five inter-linked stages: identify needs, plan and design learning, deliver, assess and evaluate
Teacher/Trainer/Tutor	Person who is helping the learner to achieve a desired state/standard/ competence. Person who is advising, supporting and assessing the candidate
VACSR	Valid, Authentic, Current, Sufficient, Reliable
Validity	Extent to which an assessment method measures what it is supposed to measure
VARK	Visual, Aural, Read/write, Kinesthetic
Virtual classroom	Online learning environment where tutors and learners interact
Visual aid	Visual support material used to enhance the learning session, eg overhead transparency, diagram, slide projection, photograph/picture, video/film, model, computer program, interactive internet page (including audio visual

equipment)

Units

8.3 Suggested reading

Introductory texts

Title	ISBN
Burhnam, L. (2003) <i>The Teaching Assistant's Handbook</i> . Heinemann, Oxford.	043463713
Cowley, S. (2006) <i>Getting the Buggers to Behave</i> . Continuum International Group.	0826489125
Gravells, A. (2006) <i>Delivering Adult Learning – Level 3 Coursebook</i> . Learning Matters.	1844450643
Moon, J. (2006) <i>Learning Journals</i> . Routledg. Oxon.	0415403758
Petty, G. (2004) (3rd Edn) <i>Teaching Today</i> . Nelson Thornes.	0748785256
Reece, I., and Walker, S. (2006) (6 th rev edn) <i>Teaching, Training and Learning: A Practical Guide</i> . Business Education Publishers Ltd.	1901888460
Tyrer, R., Gunn, S. and Lee, C. (2004) <i>A toolkit for the Effective Teaching Assistant</i> .	1844451005
Wallace, S. (2007) <i>Managing Behaviour in the Lifelong Learning Sector</i> . Learning Matters.	1844451012
Wallace, S. (2005) (2 nd ed). <i>Teaching and Supporting Learning in Further Education</i> . Exeter: Learning Matters.	1844450391

Additional publications

Title
Bolton, G. (2005) (2 nd ed) <i>Reflective Practice</i> . London: Sage Publications Ltd.
Egan, G. (2002) (7 th edn) <i>Skilled Helper</i> . Thomson Learning
Fox, G. and Halliwell, M (2000) <i>Supporting Literacy and Numeracy: a guide for teaching assistants</i> . David Fulton.
Fox, G. (2001) <i>Supporting Children with Behaviour Difficulties: a guide for assistants in schools</i> . David Fulton.
Hill, C. <i>Teaching with e-learning in the Lifelong Learning Sector</i> . Learning Matters.
Hillier, Y. (2002) <i>Reflective Teaching in Further and Adult Education</i> . London: Continuum.
Kelly, S. et al (2004) <i>Teaching and Learning Writing: a review of research and practice</i> London: NRDC
Johnston, S. (2006) <i>Measuring and Boosting the Emotional Intelligence of E2E Learners</i> . LSDA
Maier, P. (1997) <i>Using Technology in Teaching and Learning</i> . Routledge Falmer.
Maslow, A. (1987) (Rev ed) <i>Motivation and Personality</i> . Longman
McNeill, P. (2003) <i>Teaching and Learning – Working with Others</i> . LSDA
Moon, J. (1999) <i>Reflection in Learning and Professional Development</i> . Routledge Falmer
Rogers, A. (2002) (Rev ed) <i>Teaching Adults</i> . OUP

Title

Scales, P. (2008) *Teaching in the Lifelong Learning Sector*. McGraw-Hill/Open University press.

Swain J, Finkelstein, French S, Oliver M, (Eds) (1993) *Disabling Barriers – Enabling Environments*. Sage/OU Press.

Wallace, S. (2007) *Getting the buggers motivated in FE* London: Continuum

Watkins, C. (2000) *Learning about Learning: Resources for Supporting Effective Learning*. Routledge.

Website addresses

www.bbc.co.uk/skillswise

www.bdadyslexia.org.uk

www.becta.org.uk

www.cae.org.uk

www.cityandguilds.com/qtls

www.cre.gov.uk

www.DfES.gov.uk

www.dfes.gov.uk/readwriteplus

www.eoc.org.uk

www.fe-today.co.uk

www.goldust.org.uk

www.hlta.gov.uk

www.lluk.org.uk

www.lsneducation.org.uk

www.maths4life.org

www.move-on.org.uk

www.ncetm.org.uk

www.niace.org.uk

www.nrdc.org.uk

www.qca.org.uk

www.qia.org.uk

www.smartscreen.co.uk

www.support4learning.org.uk

www.tes.co.uk

www.tribalgroupp.co.uk

www.vark-learn.com

Journals / other publications

Title

Adults Learning, NIACE (National Institute for Adult Continuing Learning).

Key post-16 policies and strategies eg *Every Child Matters*, *The Leitch Review of Skills*, *The Moser Report*

Tomlinson, J. (1996) *Inclusive Learning: Report of Students with Learning Difficulties and/or Disabilities*. FEFC

Basic Skills Agency, Initial Assessment

DfES read. write. plus Access for All (ISBN 185338740)

DfES read. write. plus Adult Literacy and Numeracy Core Curriculum documents (ISBN 1859901271 and ISBN 185990128X)

DfEE (1999) A Fresh Start-Improving Literacy and Numeracy (Moser) London, DfEE

DfES read. write. plus Adult pre-entry curriculum framework (ISBN 1853387398)

DfES read. write. plus Adult ESOL Core Curriculum (ISBN 1841856401)

Bynner and Parsons. It Doesn't Get Any Better. Basic Skills Agency

Parsons and Bynner. Influences on Adult Basic Skills. Basic Skills Agency

Weeks L, Shane C, MacDonald F, Hart C, Smith R, 2006, Learning from Experts: People with Learning Disabilities vol 34 pp49-55

Technology in support of the national curriculum for students with severe learning difficulties: a resource pack, National Council for Education Technology, Association for Learning Technology
www.alt.ac.uk

Teaching Assistant File: Induction training for teaching assistants in secondary schools, September 2002 www.teachernet.gov DfES.

Units

8.4 The units

Unit no*	Title	Mandatory or Optional	Credit value	Level
Unit 201/ 301	Preparing to support learning	Mandatory	6 credits	2/3
Unit 302	Learning support in the lifelong learning context	Mandatory	6 credits	3
Unit 303	Learning support principles	Mandatory	6 credits	3
Unit 304	Approaches to learning	Mandatory	6 credits	3
Unit 305	Equality and diversity	Optional	6 credits	3
Unit 306	Managing behaviours in the learning environment	Optional	6 credits	3
Unit 311	Providing learning with personal care support	Optional	3 credits	3
Unit 312	Supporting learners in a subject or vocational area	Optional	6 credits	3
Unit 313	Support the learning of 14-19 year olds	Optional	6 credits	3

*For details of component numbers for the specified units above, please refer to the *Online Catalogue* on Walled Garden (**www.walled-garden.com**)

Unit 201/301 Preparing to support learning

Unit aims

This unit aims to develop the learner's knowledge and understanding of key issues to learning support practice and to enable the learner to evaluate and improve learning support practice.

Learning outcomes

There are **five** outcomes to this unit. The candidate will be able to demonstrate knowledge and understanding of:

- lifelong learning
- learning support practice
- key principles underpinning learning support practice
- approaches to learning
- how to evaluate and improve learning support practice.

Unit content

The content of this unit is wide-ranging and centres are reminded that it is not necessary for candidates to achieve knowledge in depth at this stage. This content establishes a foundation for other units.

Centres should include the following in the delivery of this unit:

- Definition of learning
- Learning processes
- Contribution of support to learning and achievement
- Progression routes for learners
- Learning support role and responsibilities
- Working with others to support learning
- Key legislation and organisational codes of practice (in particular context) eg
 - DDA, SENDA
 - Data protection
 - Confidentiality
 - Equal opportunities
 - Other relevant information to post
- Values and principles for learning support
- Inclusive and individualised learning
- Effective communication and learning support strategies including assistive technologies
- Promoting independent learning and motivation
- Learning cycle
- Resources for learning
- Activities for learning
- Skills which underpin independent learning eg literacy, language, numeracy, ICT, wider skills
- Improving and develop own practice.

- Learning – nature and processes
- Learning skills and personal achievement
- Reflection and evaluation
- Action planning
- Learning contexts

Whilst supporting learning, consideration should be given to meeting individual learner needs and enabling learners to achieve.

Assessment criteria

At **Level 2** the candidate must be able to:

1. describe the contribution of learning support in raising learner achievement
2. describe the importance of learning in enabling learners to participate effectively in work and the community and to achieve their personal goals
3. outline a range of progression routes for learners in a particular context or setting
4. describe key responsibilities of a learning support practitioner
5. describe how to work with others to support learning in a particular context
6. identify key aspects of relevant current legislative requirements and organisational codes of practice within a particular context
7. identify values and principles which underpin learning support practice
8. describe key features of an inclusive learning environment
9. describe strategies to promote independent learning and self determination
10. describe the importance of effective communication strategies.
11. explain the importance of literacy, language, numeracy, ICT and wider key skills for independent learning
12. describe how individual learner needs may be addressed through the planning, delivery, assessment and review of learning
13. describe how a learning support practitioner may contribute to the planning, delivery, assessment and review of learning
14. explain how to use learning support activities to engage and motivate learners
15. explain how to address individual learner needs through the selection, adaptation and use of resources, including assistive technologies and ICT
16. describe a range of effective communication strategies including the use of assistive technologies and ICT
17. explain the effectiveness of an observed learning support session
18. describe own strengths and development needs in relation to learning support practice
19. plan for opportunities to meet own identified development needs in literacy, numeracy, ICT and wider key skills.

At **Level 3** the candidate must be able to:

1. explain the contribution of learning support in raising learner achievement
2. discuss the value of learning for individual learners
3. describe a range of progression routes and opportunities for learners in own context
4. explain key responsibilities of a learning support practitioner
5. explain how to work with others to support learning in a particular context
6. identify key aspects of relevant current legislative requirements and organisational codes of practice within a particular context
7. discuss values and principles which underpin learning support practice
8. explain key features of an inclusive learning environment
9. describe strategies to promote independent learning and self determination
10. explain the importance of effective communication strategies

11. explain the importance of literacy, language, numeracy, ICT and wider key skills for independent learning
12. explain how individual learner needs may be addressed through the planning, delivery, assessment and review of learning
13. explain how a learning support practitioner may contribute to the planning, delivery, assessment and review of learning
14. explain how to use learning support activities to engage and motivate learners
15. explain how to address individual learner needs through the selection, adaptation, use and review of resources, including assistive technologies and ICT
16. describe the effective use of a range of communication strategies including the use of assistive technologies and ICT
17. reflect on the effectiveness of an observed learning support session
18. reflect on own strengths and development needs in relation to learning support practice
19. plan for opportunities to meet own development needs in literacy, numeracy, ICT and wider key skills.

Centres and candidates must pay due regard to the criteria for levels 2 and 3. If a candidate wishes to achieve at level 3 all of the assessment criteria for level 3 must be met.

Assessment strategy

Whilst this unit is primarily concerned with knowledge and understanding, candidates should draw on experience gained in learning support practice (employment or placement). The assessment for this unit should address all the assessment criteria shown. Centres may decide which assessment strategies should be used and these must include the use of a reflective learning journal and observation of learning support practice. A holistic approach to observations is recommended. Professional discussion and the use of case studies may also be appropriate.

Candidates are reminded that when producing evidence of meeting the criteria for this unit, candidates due regard must be paid to confidentiality and the rights of individuals.

Centres will need to proceed with caution if observation is to be used, it may be more appropriate to use simulation.

Grading

Grading of assessments for this unit is **pass** or **fail**.

Relationship to the Standards

This unit contributes towards the knowledge and understanding required by the National Occupational Standards (NOS) for learning support practitioners in the lifelong learning sector.

AP1, AK 1.1, 1.2, 1.3, AP2, AK2.1, 2.2, 2.3, AP4, AK4.1, AP5, AK5.1, 5.2, 5.3, AP6, AK6.1, 6.2, AP7, AK7.1, AP7, AK8.1, 8.2, 8.3, AP9, AK9.1, 9.2, AP11, AK11.1, AP12, AK12.1, 12.2, 12.3, AP13, AK13.1, 13.2, AP15, AK15.1, 15.2, AP16, AK16.1, 16.2, AP17, AK17.1, 17.2, 17.3

BP1, BK 1.1, 1.2, 1.3, BP2, BK2.1, 2.2, BP3, BK3.1, 3.2, 3.3, BP4, BK4.1, 4.2, 4.3, BP5, BK5.1, 5.2, BP6, BK 6.1.

Unit 302 Learning support in the lifelong learning context

Unit aims

This unit aims to develop the learner's knowledge and understanding of the nature, purpose and key features of learning support in different lifelong learning contexts and to enable the learner to evaluate and improve learning support practice.

Learning outcomes

There are **six** learning outcomes to this unit. The candidate will be able to demonstrate knowledge and understanding of:

- the nature and purpose of learning support in a range of contexts
- the role of context in learning support
- the role and responsibilities of a learning support practitioner
- how to work with others to support learning
- ways that literacy, language, numeracy and ICT knowledge and skills both impact on and may be developed through learning in different contexts
- how to evaluate and improve own learning support practice in a range of contexts.

Unit content

The content of this unit builds on that for Preparing to support learning.

Centres should include the following in the delivery of this unit:

- settings for teaching and learning in the lifelong learning sector
- the impact of learning support within different settings or contexts
- teams and team working within learning contexts
- collaborative approaches to planning and delivery of learning support in a range of contexts
- barriers to learning, and boundaries
- strategies for teaching and learning in different contexts
- thematic approaches to learning and learning support
- generalisation and transfer of learning
- Work roles in teaching and learning and in support
- Ways in which legislation and codes of practice affect learning support
- Individual learning needs
- Effective communication
- Using personal skills in LLN and ICT effectively to coordinate
- Using peer and learner review to inform good practice
- Reflection
- Action planning.

Whilst supporting learning, consideration should be given to meeting individual learner needs and enabling learners to achieve.

Assessment criteria

The candidate must be able to:

1. identify key features of a range of learning and teaching settings which provide a context for learning support
2. explain the potential impact of learning support practice on the quality of provision in a particular context
3. explain key features of successful collaborative approaches to the planning and delivery of learning support in a range of contexts
4. explain key factors which inform strategies for learning and teaching in a range of settings, identifying barriers and boundaries
5. explain how the nature of learning support provision may vary in different contexts
6. identify benefits and limitations of thematic approaches to learning support
7. explain ways in which learning can be generalised and transferred between different settings.
8. explain the relationship between the learning support practitioner and the person leading the learning
9. explain the relationship between own role and the roles of other relevant parties in supporting learning
10. explain own responsibilities with reference to current and relevant legislation and codes of practice within a particular context
11. work with other relevant parties to support individual learning needs, demonstrating good practice
12. Communicate effectively with appropriate and relevant parties to meet the needs of learners
13. identify ways in which own knowledge, understanding and personal skills in literacy, language, numeracy and ICT impact on learning and teaching processes
14. plan appropriate development opportunities to improve own knowledge, understanding and personal skills in literacy, language, numeracy and ICT in order to effectively support learners
15. reflect on the effectiveness of own learning support practice in different settings drawing on a range of indicators including the views of learners and colleagues
16. identify and plan for opportunities to improve own practice.

Assessment strategy

Whilst this unit is primarily concerned with knowledge and understanding, candidates should draw on experience gained in learning support practice (employment or placement). The assessment for this unit should address all the assessment criteria shown. Centres may decide which assessment strategies should be used and these must include the use of a reflective learning journal and observation of learning support practice. A holistic approach to observations is recommended. Professional discussion and the use of case studies may also be appropriate.

Candidates are reminded that when producing evidence of meeting the criteria for this unit, candidates due regard must be paid to confidentiality and the rights of individuals.

Centres will need to proceed with caution if observation is to be used, it may be more appropriate to use simulation.

Grading

Grading of assessments for this unit is **pass** or **fail**.

Relationship to the Standards

This unit contributes towards the knowledge and understanding required by the National Occupational Standards (NOS) for learning support practitioners in the lifelong learning sector.

AP1, AK 1.4, AP2, AK2.1, AP4, AK4.1, AP7, AK7.1, AP9, AK9.1, AP12, AK12.1, 12.2, 12.3, AP13, AK13.1, 13.2, AP14, AK14.1, AP15, AK15.1, 15.2, AP16, AK16.2, AP17, AK17.1, 17.2, 17.3

BP1, BK 1.1, 1.2, 1.3, BP2, BK2.2, BP3, BK3.1, 3.2, BP7, BK7.2.

Unit 303 Learning support principles

Unit aims

This unit aims to develop the learner's knowledge and understanding of key values and principles underpinning learning support practice, key features of an inclusive learning environment and how to promote inclusive and independent learning.

Learning outcomes

There are **six** outcomes to this unit. The candidate will be able to demonstrate knowledge and understanding of:

- the values and principles that underpin learning support practice
- learners and their learning support needs
- key features of an inclusive learning environment
- how to promote inclusive learning
- how to promote independent learning
- ways that inclusive and independent learning may be enabled through the development and application of knowledge and skills in literacy, language, numeracy and ICT.

Unit content

Centres should include the following in the delivery of this unit:

- values and principles underpinning learning support
- negotiated learning
- planning learning support
- motivation
- factors influencing motivation, confidence and achievement
- learning support strategies
- communication and inclusive learning environments
- ICT and assistive technologies
- behaviour management
- obtaining feedback from learners
- promoting Independent learning and self advocacy
- LLN & ICT for inclusive and independent learning.

Whilst supporting learning, consideration should be given to meeting individual learner needs and enabling learners to achieve.

Assessment criteria

The candidate must be able to:

1. explain the values and principles which underpin effective learning support practice
2. reflect on the impact of own values and judgements on learning support practice
3. explain how the learner is central to the process in the negotiation, planning and delivery of learning support

4. explain how social, cultural and personal factors, including limited literacy, language numeracy and ICT skills can impact on learner motivation, confidence and achievement within a specified learning programme
5. use varied learning support strategies flexibly to support the needs of learners
6. explain key features of an inclusive learning environment
7. explain the responsibilities of the learning support practitioner in promoting an inclusive learning environment
8. explain how to use communication to promote inclusive learning, including the use of ICT and assistive technology
9. explain ways in which particular strategies, including the use of technology, can enhance learning
10. explain ways of encouraging behaviours that contribute to an inclusive learning environment
11. explain the use of a range of inclusive learning strategies to engage and motivate learners
12. identify opportunities and strategies which enable learners to provide feedback to inform practice
13. explain ways in which learning support practitioners may promote self advocacy for learners in relation to the planning, implementation and review of learning activities
14. discuss the importance of literacy, language, numeracy and ICT skills for inclusive and independent learning
15. explain inclusive approaches to supporting learner development of literacy, language, numeracy, ICT and wider key skills.

Assessment strategy

Whilst this unit is primarily concerned with knowledge and understanding, candidates should draw on experience gained in learning support practice (employment or placement). The assessment for this unit should address all the assessment criteria shown. Centres may decide which assessment strategies should be used and these must include the use of a reflective learning journal and observation of learning support practice. A holistic approach to observations is recommended. Professional discussion and the use of case studies may also be appropriate.

Candidates are reminded that when producing evidence of meeting the criteria for this unit, candidates due regard must be paid to confidentiality and the rights of individuals.

Centres will need to proceed with caution if observation is to be used, it may be more appropriate to use simulation.

Grading

Grading of assessments for this unit is **pass** or **fail**.

Relationship to the Standards

This unit contributes towards the knowledge and understanding required by the National Occupational Standards (NOS) for learning support practitioners in the lifelong learning sector.

AP1, AK 1.5, AP2, AK2.1, 2.2, 2.3, 2.4, 2.5, AP3, AK3.1, 3.2, 3.3, AP4, AK4.1, AP5, AK5.1, 5.3, AP6, AK6.1, AP7, AK7.1, AP9, AK9.1, 9.2, AP10, AK10.1, 10.2, 10.3, AP11, AK11.1, AP16, AK16.2

BP1, BK 1.2, BP2, BK2.1, 2.2, BP4, BK4.1, BP5, BK5.1, 5.2, 5.3, BP6, BK6.1.

Unit 304 Approaches to learning

Unit aims

This unit aims to develop the learner's knowledge and understanding of the learning process, the planning delivery and assessment cycle and the use of strategies and resources to support inclusive learning.

Learning outcomes

There are **five** outcomes to this unit. The candidate will be able to demonstrate knowledge and understanding of:

- the learning process
- the planning, delivery and assessment cycle of a learning programme
- strategies to support learning
- how to use resources inclusively
- ways to promote effective learning through support for the development of learners' literacy, language, numeracy, ICT and wider key skills.

Unit content

Centres should include the following in the delivery of this unit:

- principles of learning and the learning cycle
- factors which make learning effective
- learning goals and negotiation
- planning for learning
- effective delivery of learning
- planning for assessment
- evaluation of learning programme
- roles and responsibilities of those involved in learning
- assessment methods and recording progress and achievement in line with internal/external requirement
- motivating learners
- using and adapting resources effectively, including e-learning
- supporting the development of language, literacy, numeracy, ICT and wider skills throughout the programme.

Whilst supporting learning, consideration should be given to meeting individual learner needs and enabling learners to achieve.

Assessment criteria

The candidate must be able to:

1. explain key principles of learning
2. explain key factors in effective learning
3. explain the process for negotiating and agreeing individual learning goals

4. explain the planning, delivery, assessment and review cycle of an identified learning programme
5. describe approaches to assessment which promote learning and progression
6. explain the roles and responsibilities of a learning support practitioner and of other relevant parties in the planning, delivery and assessment of a learning programme
7. contribute to the planning, recording and review of learning support provision which meets the individual needs of learners
8. use a range of appropriate strategies, including e-learning, to engage and motivate learners
9. use different types of assessment for and of learning to meet the individual needs of learners
10. use of a range of learner-centred and applied activities for developing, practising and applying literacy, language numeracy and ICT skills
11. support the recording and reporting of learner progress and achievement in line with internal and external requirements
12. explain ways in which resources, including e-learning resources and those using new technologies can be used to meet particular learning needs, identifying benefits and limitations
13. adapt learning resources, as appropriate, working with the person leading the learning and the learners
14. explain how literacy, language, numeracy, ICT and wider key skills can be developed through their integration in learning support practice
15. integrate support for learners' literacy / language / numeracy / ICT / wider key skills, into learning support practice as appropriate.

Assessment strategy

Whilst this unit is primarily concerned with knowledge and understanding, candidates should draw on experience gained in learning support practice (employment or placement). The assessment for this unit should address all the assessment criteria shown. Centres may decide which assessment strategies should be used and these must include the use of a reflective learning journal and observation of learning support practice. A holistic approach to observations is recommended. Professional discussion and the use of case studies may also be appropriate.

Useful references:

Moser report
Access for all
Adult literacy and numeracy materials
Core curriculum documents
Skills for life embedded materials
Move on materials.

Candidates are reminded that when producing evidence of meeting the criteria for this unit, candidates due regard must be paid to confidentiality and the rights of individuals.

Centres will need to proceed with caution if observation is to be used, it may be more appropriate to use simulation.

Grading

Grading of assessments for this unit is **pass** or **fail**.

Relationship to the Standards

This unit contributes towards the knowledge and understanding required by the National Occupational Standards (NOS) for learning support practitioners in the lifelong learning sector.

AP1, AK 1.2, 1.5, AP2, AK2.1, 2.2, 2.3, 2.4, 2.5, AP3, AK3.1, AP4, AK4.1, AP5, AK5.1, 5.2, 5.3, AP7, AK7.1, AP9, AK9.1, AP14, AK14.1, AP15, AK15.1, AP16, AK16.1, AP17, AK17.3

BP1, BK 1.1, 1.3, BP2, BK2.1, 2.2, BP4, BK4.1, 4.2, 4.3, BP5, BK5.1, 5.2, BP6, BK6.1, 6.2, BP7, BK7.1.

Unit 305 Equality and diversity

Unit aims

This unit aims to develop the learner's knowledge and understanding of key issues relating to promoting equality and valuing diversity and to enable the learner to promote equality and value diversity effectively within own practice.

Learning outcomes

There are **five** outcomes to this unit. The candidate will be able to understand:

- the key features of a culture which promotes equality and values diversity
- the importance of the promotion of equality and valuing of diversity for effective work in the sector
- and demonstrate behaviour appropriate to the promotion of equality and valuing of diversity
- how to actively help others in the promotion of equality and valuing of diversity
- how to review own contribution to promoting equality and valuing diversity.

Unit content

Centres should include the following in the delivery of this unit:

- professional values
- meaning of diversity in an educational setting
- meaning of equality in relation to learners and learning
- promoting equality and diversity, and the ensuing benefits
- inequality and discrimination, and the ways they affect individuals, communities and society
- inclusive communication
- the effects of organisational culture and attitudes on learners
- agencies involved in promoting equality and diversity, and working collaboratively with them
- behaviours that impact negatively on equality and diversity. Strategies for dealing with them
- organisational and systemic barriers, and ways of dealing with them
- resources and sources of support
- reflective practice
- key aspects of background UK legislation relating to discrimination with particular reference to the rights of individual learners and responsibilities of organisations eg
 - disability
 - race
 - beliefs/religion
 - gender and sexual orientation
- employment regulations, policies and codes of practice relating to the promotion of equality.

Whilst supporting learning, consideration should be given to meeting individual learner needs and enabling learners to achieve.

Assessment criteria

The candidate must be able to:

1. explain the meaning and benefits of diversity and the promotion of equality
2. explain forms of inequality and discrimination and their impact on individuals, communities and society
3. identify and outline the relevant legislation, employment regulations and policies and codes of practice relevant to the promotion of equality and valuing of diversity
4. explain how the promotion of equality and diversity can protect people from risk of harm
5. explain action taken to value individuals and its impact
6. explain good practice in providing individuals with information
7. explain and demonstrate ways of communication and behaviour which support equality and diversity
8. explain impact of own behaviour on individuals and their experience of the organisation's culture and approach
9. explain how own behaviour can impact on own organisation's culture
10. explain how working with other agencies can promote diversity
11. describe actions by individuals which can undermine equality and diversity and review strategies for dealing with these effectively
12. explain strategies for dealing with systems and structures which do not promote equality and diversity
13. identify own strengths and areas for development in promoting equality and valuing diversity, using reflection and feedback from individuals
14. identify and use appropriate sources for support in promoting equality and valuing diversity, explaining why this is necessary.

Assessment strategy

Whilst this unit is primarily concerned with knowledge and understanding, candidates should draw on experience gained in learning support practice (employment or placement). The assessment for this unit should address all the assessment criteria shown. Centres may decide which assessment strategies should be used and these must include the use of a reflective learning journal and observation of learning support practice. A holistic approach to observations is recommended. Professional discussion and the use of case studies may also be appropriate.

Candidates are reminded that when producing evidence of meeting the criteria for this unit, candidates due regard must be paid to confidentiality and the rights of individuals.

Centres will need to proceed with caution if observation is to be used, it may be more appropriate to use simulation.

Grading

Grading of assessments for this unit is **pass** or **fail**.

Unit 306 Managing behaviours in the learning environment

Unit aims

This unit aims to develop the learner's knowledge and understanding of key issues relating to managing behaviours in the learning environment and to enable the learner to use strategies for encouraging behaviours and strategies that contribute to an effective learning environment and to evaluate and improve own practice..

Learning outcomes

There are **five** outcomes to this unit. The candidate will be able to understand:

- key factors that can influence behaviour in the learning environment
- organisational policies relating to managing behaviour in the learning environment
- and demonstrate how to encourage behaviours that contribute to an effective learning environment
- how to manage behaviours that disrupt an effective learning environment
- how to evaluate the effectiveness of own practice in managing behaviours in the learning environment.

Unit content

Centres should include the following in the delivery of this unit:

- key aspects of background UK legislation relating to discrimination with particular reference to the rights of individual learners and responsibilities of organisations eg
 - disability
 - race
 - beliefs/religion
 - gender and sexual orientation
 - health and safety
- outlines of relevant government initiatives, policies and regulations e.g.
 - Every Child Matters
 - Safeguarding children
 - bullying
 - inclusion
- organisational policies relating to behaviour and their relationship to legislation and initiatives.
- roles relating to management of behaviour
- the range of behaviours that occur in learning environments and their consequences for individuals and learning
- factors influencing behaviour. The approach to factors and strategies should emphasize positive behaviour, as well as disruptive behaviour
- behaviour as a social phenomenon – group dynamics, peer group, environmental factors, culture
- behaviour and the individual – self image and ideal self, maturity; attitudes, values and beliefs; disorders and disabilities; motivation, emotion, social skills
- strategies for, and styles of managing behaviour

- leadership in the learning environment
- disciplinary approaches
- restorative approaches
- whole organisation approach
- team work and the roles of others in the organisation
- other agencies and services
- mentoring and coaching.

Whilst supporting learning, consideration should be given to meeting individual learner needs and enabling learners to achieve.

Assessment criteria

The candidate must be able to:

1. explain a range of factors that may lead to behaviours that contribute to an effective learning environment
2. explain a range of factors that may lead to behaviours that disrupt the learning environment
3. describe organisational policies relevant to managing behaviour in the learning environment
4. explain ways of encouraging behaviours that contribute to an effective learning environment.
5. use strategies for encouraging behaviours that contribute to an effective learning environment
6. explain ways of managing behaviours that disrupt an effective learning environment
7. reflect on own practice in managing behaviours in the learning environment, drawing on the views of relevant parties, and identifying areas for development.

Assessment strategy

Whilst this unit is primarily concerned with knowledge and understanding, candidates should draw on experience gained in learning support practice (employment or placement). The assessment for this unit should address all the assessment criteria shown. Centres may decide which assessment strategies should be used and these must include the use of a reflective learning journal and observation of learning support practice. A holistic approach to observations is recommended. Professional discussion and the use of case studies may also be appropriate.

Candidates are reminded that when producing evidence of meeting the criteria for this unit, candidates due regard must be paid to confidentiality and the rights of individuals.

Centres will need to proceed with caution if observation is to be used, it may be more appropriate to use simulation.

Grading

Grading of assessments for this unit is **pass** or **fail**.

Unit 311 Providing learners with personal care support

Unit aims

This unit aims to develop the learner's knowledge and understanding of key issues relating to the provision of personal care support, to enable the learner to provide effective support with personal care and to evaluate and improve own practice.

Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to demonstrate knowledge and understanding of:

- the importance of learner self advocacy in the management of personal care needs
- how to provide support with personal care
- how to evaluate and improve own practice in providing support with personal care.

Unit content

Centres should include the following in the delivery of this unit:

- principles of self advocacy for learners
- providing learners with choices, particularly in relation to personal care
- supporting learners with personal care
- enhancing learner independence
- self image and self esteem- for learners and learning support practitioners
- resources to aid personal care eg eating and drinking, hygiene
- health and safety in supporting personal care
- reflection on effective support for personal care
- using feedback from others to inform reflection
- improving practice and action planning.

Whilst supporting learning, consideration should be given to meeting individual learner needs and enabling learners to achieve.

Assessment criteria

The candidate must be able to:

1. explain the importance of providing learners with informed choices about their personal care needs
2. demonstrate good practice in providing learners with informed choices about how their personal care requirements may be met within a learning environment.
3. provide support for personal care needs which promotes learning and which encourages and enhances learner independence
4. explain the importance of a sensitive approach to providing personal care support to learners which promotes their self-image and self-esteem and maintains their dignity
5. identify resources available for the provision of support for eating and drinking

6. demonstrate compliance with health and safety requirements when providing support with personal care
7. reflect on the effectiveness of own practice in providing support in personal care, drawing on the views of learners and colleagues, making recommendations for improvement as appropriate.

Assessment strategy

Whilst this unit is primarily concerned with knowledge and understanding, candidates should draw on experience gained in learning support practice (employment or placement). The assessment for this unit should address all the assessment criteria shown. Centres may decide which assessment strategies should be used and these must include the use of a reflective learning journal and observation of learning support practice. A holistic approach to observations is recommended. Professional discussion and the use of case studies may also be appropriate.

Candidates are reminded that when producing evidence of meeting the criteria for this unit, candidates due regard must be paid to confidentiality and the rights of individuals.

Centres will need to proceed with caution if observation is to be used, it may be more appropriate to use simulation.

Useful references:

Health and safety materials?

Grading

Grading of assessments for this unit is **pass** or **fail**.

Unit 312 Supporting learners in a subject or vocational area

Unit aims

This unit aims to develop the learner's knowledge and understanding of key issues relating to supporting learners in a subject or vocational area and to enable the learner to support learning in a specific subject or vocational area effectively and to evaluate and improve own practice.

Learning outcomes

There are **four** outcomes to this unit. The candidate will be able to demonstrate knowledge and understanding of:

- learning provision in a specific subject / vocational area
- working with others to provide subject / vocational learning support
- inclusive approaches to subject / vocational support of learning
- how to evaluate and improve own learning support practice in specific subject / vocational area.

This unit assumes knowledge and skills in the vocational area being supported, or a willingness to develop those. This could be evidenced in the observation of practice where a holistic approach has been taken to assessment for this qualification.

Unit content

Centres should include the following in the delivery of this unit:

- principles of learning as applied to the specific subject or vocational area
- the aims of learning in the specialist area eg for employment; development of skills for life and work; for pleasure
- roles of the subject/vocational teacher and the learning support practitioner in the specialist area- relationships between them
- developing knowledge and skills in the specialist area
- contribution to planning, assessment and review in the specialist area
- strategies to support learning in the specialist area
- the selection, adaptation and use of a range of resources to support learning in the specialist area
- reflective practice in the context of the subject/ vocational area
- action planning for own CPD in the subject-specific context
- opportunities for professional and personal development, within the subject or vocational area.

Throughout the teaching and learning, consideration should be given to meeting individual learner needs and enabling learners to achieve.

Assessment criteria

The candidate must be able to:

1. explain the aims of learning provision in own specialist area
2. demonstrate knowledge and expertise in supporting own subject / vocational area

3. explain the relationship between the role of the person leading the learning and the subject /vocationally based learning support practitioner
4. demonstrate good practice in working with others to support learning in subject / vocational area
5. contribute to the planning, assessment and review of learning in a specific subject / vocational context
6. explain and use a range of strategies to support learning in subject / vocational area
7. select, adapt and use a range of inclusive resources to support subject / vocational teaching and learning
8. reflect on the effectiveness of learning support in subject or vocational context
9. identify and plan for opportunities to up date and develop own knowledge and expertise in subject and / or vocational area
10. identify and plan for opportunities to develop own practice in providing learning support in a particular subject or vocational area.

Assessment strategy

Whilst this unit is primarily concerned with knowledge and understanding, candidates should draw on experience gained in learning support practice (employment or placement). The assessment for this unit should address all the assessment criteria shown. Centres may decide which assessment strategies should be used and these must include the use of a reflective learning journal and observation of learning support practice. A holistic approach to observations is recommended. Given that the range of specialist subject areas may be wide, it may be necessary to use supporting evidence from the subject specialist teacher, relating to specialist skills and knowledge. Professional discussion and the use of case studies may also be appropriate.

Useful references:

Skills for Life Embedded materials

QIA Excellence gateway- Teaching and learning Change programme
to be added....

Candidates are reminded that when producing evidence of meeting the criteria for this unit, candidates due regard must be paid to confidentiality and the rights of individuals.

Centres will need to proceed with caution if observation is to be used, it may be more appropriate to use simulation.

Grading

Grading of assessments for this unit is **pass** or **fail**.

Unit 313 Supporting the learning of 14-19 year olds

Unit aims

This unit aims to develop the learner's knowledge and understanding of key issues relating to supporting 14-19 year olds in current educational provision and to enable the learner to provide effective learning support for 14- 19 year old learners in lifelong learning settings and to evaluate and improve own practice.

Learning outcomes

There are **five** outcomes to this unit. The candidate will be able to:

- demonstrate knowledge and understanding of current provision in education and training for 14-19 year olds
- demonstrate knowledge and understanding of the learning and emotional needs of 14 - 19 year olds
- demonstrate knowledge and understanding of working collaboratively to support 14 - 19 year old learners
- demonstrate understanding and use of learning support strategies which meet the needs of 14-19 year old learners
- understand how to evaluate and improve own practice in supporting the learning of 14-16 year olds.

Unit content

Centres should include the following in the delivery of this unit:

- provision and qualifications designed for the 14-19 age group eg Diplomas including Foundation Tier
- aims and purposes of programmes for 14 - 19 years olds
- characteristics of the compulsory and post-compulsory sectors, with particular reference to the age group
- relationship between the compulsory and post-compulsory sectors, and partnership working (including other agencies), and communicating with relevant professionals
- legislation relating to working with the 14 - 19 year old age group, with particular reference to the protection of young people and their rights
- development of young people in the age group, particularly cognitive, physical and emotional development
- inclusive learning for this age group
- approaches to learning support for this age group, allowing for a range of factors such as:
 - maturity
 - organisational cultures
 - motivation
- appropriate approaches to communication
- learning in different contexts, and learning transfer
- learning strategies.

Whilst supporting learning, consideration should be given to meeting individual learner needs and enabling learners to achieve.

Assessment criteria

The candidate must be able to:

1. describe current provision for 14-19 year olds in the compulsory and post compulsory sectors
2. explain the relationship between the compulsory and post compulsory sectors with regard to provision for 14-19 year olds
3. explain the impact on own practice of legislation relating to working with 14-19 year olds
4. explain key features of the cognitive, physical and emotional development of 14-19 year olds
5. explain approaches to learning support appropriate for 14-19 year olds which promote inclusion
6. explain and demonstrate communication methods appropriate to the needs of 14-19 year olds
7. explain how own role relates to that of others in own organisation and in relevant external agencies
8. explain and demonstrate good practice in collaborative and cross sector working to support planning, the learning provision, assessment and review
9. demonstrate effective communication on learner progress and other relevant areas with all colleagues and partners
10. explain the importance of confidentiality when working collaboratively
11. support learners in transferring learning to new and/or different contexts, explaining good practice
12. support learners in the development of learning strategies which promote effective learning in different settings and for different purposes, explaining good practice
13. demonstrate use of strategies to support learners in the development of functional skills, explaining good practice
14. reflect on own practice in supporting the learning of 14-19 year olds, drawing on the views of relevant parties, and identifying areas for development as appropriate.

Assessment strategy

Whilst this unit is primarily concerned with knowledge and understanding, candidates should draw on experience gained in learning support practice (employment or placement). The assessment for this unit should address all the assessment criteria shown. Centres may decide which assessment strategies should be used and these must include the use of a reflective learning journal and observation of learning support practice. A holistic approach to observations is recommended. Professional discussion and the use of case studies may also be appropriate.

Candidates are reminded that when producing evidence of meeting the criteria for this unit, candidates due regard must be paid to confidentiality and the rights of individuals.

Centres will need to proceed with caution if observation is to be used, it may be more appropriate to use simulation.

Grading

Grading of assessments for this unit is **pass** or **fail**.

Appendix 1 Sources of information about level accreditation, qualification and credit frameworks and level descriptors

Please visit the following websites to find current information on accreditation, qualification level descriptors and national qualification and credit frameworks and in each country.

Nation	Framework	Who to contact	Websites
England	Qualification and Credit Framework (QCF)	The Qualifications and Curriculum Authority	www.qca.org.uk
Scotland	Scottish Credit and Qualifications Framework (SCQF)	The Scottish Qualifications Authority	www.scqf.org.uk www.sqa.org.uk
Wales	The Credit and Qualifications Framework for Wales (CQFW)	The Department for Education, Culture and Welsh Language (DECWL)	www.wales.gov.uk
Northern Ireland	Qualification and Credit Framework (QCF)	The Council for Curriculum, Examinations and Assessment	www.ccea.org.uk

Appendix 2 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

Approval for global online assessment (GOLA)

In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website (**www.cityandguilds.com/e-assessment**). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to *Providing City & Guilds qualifications - a guide to centre and qualification approval* for further information on GOLA.

Appendix 3 Summary of City & Guilds assessment policies

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Online Catalogue*, and is also available from the City & Guilds Customer Relations department.

Access to assessment

Qualifications on the Qualifications and Credit Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It 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.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier and/or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

Appendix 4 Funding

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements.

Nation	Who to contact	For higher level qualifications
England	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aims Database http://providers.lsc.gov.uk/lad.</p>	<p>Contact the Higher Education Funding Council for England at www.hefce.ac.uk.</p>
Scotland	<p>Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk. Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk.</p>
Wales	<p>Centres should contact the The Department for Education, Culture and Welsh Language (DECWL): www.wales.gov.uk</p>	<p>Contact the The Department for Education, Culture and Welsh Language (DECWL): www.new.wales.gov.uk</p>
Northern Ireland	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>	<p>Contact the Department for Employment and Learning at www.delni.gov.uk.</p>

Appendix 5 Reflective Learning Journal guidance

The use of a reflective learning journal is central to the candidate's achievement of this qualification. Most of the assessment criteria for this qualification can be addressed by effective use of a reflective journal. This should be introduced in the course, with guided activity provided in class, using exemplar material where possible.

Trainee Learning Support Practitioners should be encouraged to reflect upon their practice in relation to theoretical work undertaken on the course, in order to address the assessment criteria for each unit. The teacher should make sure that the trainees are clear about the requirements for each unit, explaining and discussing each of the criteria. It is important that the trainee makes the links between theory and practice for themselves, in the context of their own experiences. The learning journal entries would provide a basis for professional discussion with the tutor, which could extend the reflection further to meet the assessment criteria. This would enable formative feedback to be given as the journal progresses.

Templates for the journal are provided. These are structured to address learning through reflection on experience of learning support. The tutor should direct the candidates to address assessment criteria most appropriate to the candidate's learning and experience. Tutors may feel it necessary to address a criteria unit by unit. However, it is strongly recommended that the learners should address as many unit criteria as possible and a holistic approach used. This would enable unit accreditation if required, or avoid repetition of work for the whole qualification. Centres must ensure that any template used must meet City & Guilds requirements.

Appendix 6 Reflective Learning Journal form



Candidates are required to write a Reflective Learning Journal from the commencement of the programme, which encompasses their own learning and teaching practice. The journal entries must provide the basis for meeting the required assessment outcomes. Only one Reflective Learning Journal is required across the full programme.

Name of candidate:

Practitioner:

This journal entry addresses the following assessment criteria

Unit:

Assessment criteria:

What have I learned from both the course and my own learning support work?

How can/could I apply this to future work with learners?

What do I need to do to develop my practice further?

Candidate signature:

Date:

Appendix 7 Reflective Learning Journal example



Candidates are required to write a Reflective Learning Journal from the commencement of the programme, which encompasses their own learning and teaching practice. The journal entries must provide the basis for meeting the required assessment outcomes. Only one Reflective Learning Journal is required across the full programme.

Name of candidate: A. Practitioner

This journal entry addresses the following assessment criteria

Unit	Assessment criteria
Unit 301	1-2; 4-11 and 13-18
Unit 302	15
Unit 303	1, 4, 6 and 13

What have I learned from both the course and my own learning support work?

I observed and volunteered in a session today where learners were in the kitchen. This group consists of 10 entry and pre-entry level students and the objective was to work independently to complete a task, making simple snacks. There were recipes written pictorially and for some, in words. The teacher and learning support practitioner had produced two styles of the recipe. The more able students were given the longer written instructions. The less able had pictures with a few words. There were symbols on the cupboard doors made using Widgeit. The learning support practitioner worked with group B, and I helped him with the students. J needs a lot of help, so I read the recipe to him and told him step by step what to do. For the entire group, I turned on the grill and told them when to put the bread underneath. I took the milk from the fridge for J when he needed it and measured the correct amounts. We finished in half the time, compared to the others, with all the food looking attractive. The other students made more mess and could not always find the equipment immediately. They had more difficulty measuring and the final product did not always look appealing.

After the lesson, I discussed the outcomes with the staff and my tutor. They discussed the outcomes for the group and we discussed the aims and objectives of the session and how these were assessed. On reflection, I realised that my help with J had not helped him to meet the objectives of the session, although initially I felt pleased with the outcome. The objective was to work independently, not to produce a “good” snack. I realise now from the learning on my own course that the objective is what should drive the lesson. The final product, which I was focussed on, is less important than the process by which the learners produced this. For example, J had really just followed my instructions, not even completing the weighing and measuring. This could have developed his numeracy skills if I had given him the chance to do this himself. My contribution in this case should have been to assist the learner in becoming independent. In an inclusive environment, learners should be able to achieve to the best of their ability, with the support they need to help them to do this. The learning support practitioner I watched had asked questions and opinions of the students, but had not done the tasks for them.

With my tutor, I discussed how to plan a lesson, starting with the objective. We have also considered the role of learning support practitioners in helping to raise learner achievement. For many learners at entry level, the objectives are to make the learner able and confident to work alone. In the long term, we aim to help them to lead independent lives and to progress to higher level courses or work, where appropriate.

How can/could I apply this to future work with learners?

In future, I will try to stand back from the practical process and ask the learners questions about what they should do next, rather than telling them. I will allow them to make some mistakes, so long as these are not dangerous. I am conscious of the health and safety responsibilities that we all have in the kitchen and I will remind the learners of these, prior to stepping back to let them practice. The Health and Safety at Work Act (1974) which is interpreted in the College's own policy, states that we are all responsible for the safety of staff and students. For these learners, with learning difficulties, the Every Child Matters agenda applies. This focuses on staying safe, being healthy, enjoying and achieving, all of which are relevant to the delivery of the session.

By allowing the learners to practice they learn how to do the procedure, rather than focus on the product. My contribution here would be to help them to gain confidence in their skills and to be willing to try. Instead of reading to J, I will ask him to read to me and ask questions about what he should do at each stage, asking for his point of view about each step and what he would like to make. Burnham and Carpenter (2004) describe this as "Facilitating- ... giving the (learner) the tools ... and allowing them the freedom to devise their own outcome" (p66).

By having one to one support on a regular basis, I hope that J will feel secure and able to try skills, improving literacy and language skills in a safe environment. We will practice weighing and measuring, counting and costing food to help him improve numeracy. If he develops confidence working with me, then eventually he might work better with others in the group and not feel so worried about failing.

I will discuss the objectives of the lesson with the teacher before each lesson and try to prepare some questions together, which would help the learners to work out how to do the task, building on what they already know. The type of communication needs to be appropriate for each learner, so the language used must meet their need, whether spoken or written or using images. We can also develop questions to check their learning. For J, the use of Widget will help him to read alone and he can use the programme to write his own ideas.

What do I need to do to develop my practice further?

Develop my skills in questioning, so that I don't lead the learners

Become more familiar with the pre-entry and entry 1 curriculum so that I can help to assess at the right level.

Develop my own ICT skills and learn about the technology available to help these learners.

Candidate signature: *A. Practitioner*

Date: 11.03.09

Refs: Burhnam L., Carpenter, K(2004,)The Teaching Assistant's Handbook, Heinemann, Oxford
Health and safety at work Act, 1974

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Key area of responsibility	Links to Assessment criteria	Seen Y/N	Feedback on performance
Assist the learner to develop, practice and apply literacy, language, numeracy and ICT skills- using a range of strategies	AL 3.3, 5.2		
Use a range of assessment strategies, with guidance, to meet the needs of the learners	AL 3.2		
Support the reporting and recording of learner progress and achievement in line with internal and external requirements	AL 3.4		
Optional	reference		

General comments

Strengths

Areas of development

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International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcgg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
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