

Level 2 Certificate in Learning Support (9297)

Qualification handbook

QCA number 500/1430/4 and 500/1714/7



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1 About the qualification

1.1 Introduction

This qualification was developed in response to consultation with Lifelong Learning UK, the Skills Sector Council for Lifelong Learning.

Please note that the four nations have different terminologies:

- England – Skills for Life
- Wales – Basic Skills
- Scotland - Adult Literacies
- Northern Ireland – Essential Skills.

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

Level 2 Certificate in Learning Support

City & Guilds qualification number **EN-02-9297**

QCA accreditation number **500/1430/4**

Level 2 Award in Literacy, Numeracy and ICT Awareness

City & Guilds qualification number **EN-02-9297**

QCA accreditation number **500/1430/4 and 500/1714/7**

This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- related qualifications
- qualification standards and specifications
- assessment requirements
- evidence recording sheets.

Registration routes

There are **four** registration routes:

- 9297 -01 is for candidates seeking to achieve the full qualification (Certificate in Learning Support). It has a one-off fee payable on registration.
- 9297-91 is for candidates seeking unit certification, although it remains possible to achieve the full award via this route. There is no charge for registration and a charge for each unit.
- 9297-02 is for candidates wishing to take the Level 2 Award in Literacy, Language, Numeracy and ICT Awareness. There is a one-off fee payable on registration.
- 9297-92 is for candidates who may want to undertake individual units, although it remains possible to achieve the full award via this route. There is no charge for registration and a charge for each unit.

Only those who are able to meet the literacy and numeracy expectations for the full Certificate (see overleaf) should be registered for 9297-01 or 91 route.

1 About the qualification

1.2 Aim of the qualification

Many people play a variety of roles in supporting or signposting those with literacy, numeracy, language or ICT needs, and traditionally, many people have made an important contribution by 'helping out' in classes.

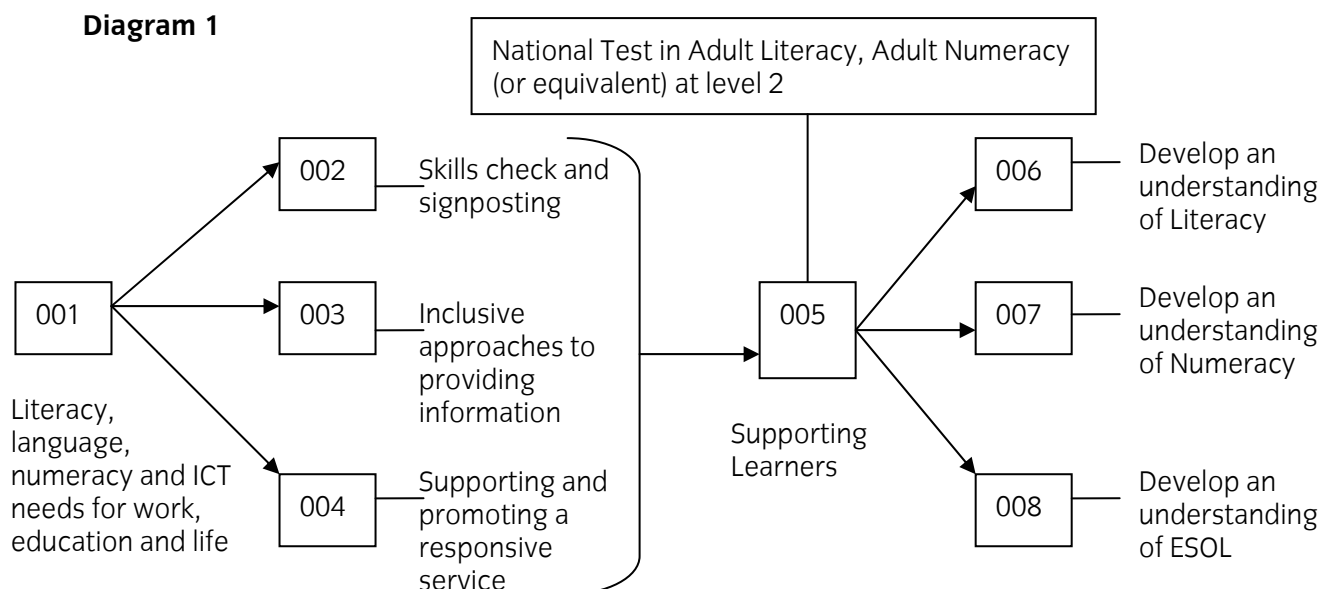
These roles, captured under the title of Level 2 Certificate in Learning Support (Literacy, Numeracy or ESOL), are an integral part of the development of the new qualification framework:

- The full Level 2 Certificate in Learning Support (Literacy, Numeracy or ESOL), provides training for those who wish to support learners in a learning environment, working under the guidance of a specialist teacher.
- The Level 2 Award in Literacy, Language, Numeracy and ICT Awareness has been designed to stand alone and is intended to provide awareness of the Skills for Life Strategy in England (or its equivalents in Wales, Scotland or Northern Ireland), for those who promote access to learning.

Others involved in post compulsory education and training may wish to undertake Level 2 Certificate in Learning Support as part of their ongoing CPD.

The Level 2 Award in Learning Support

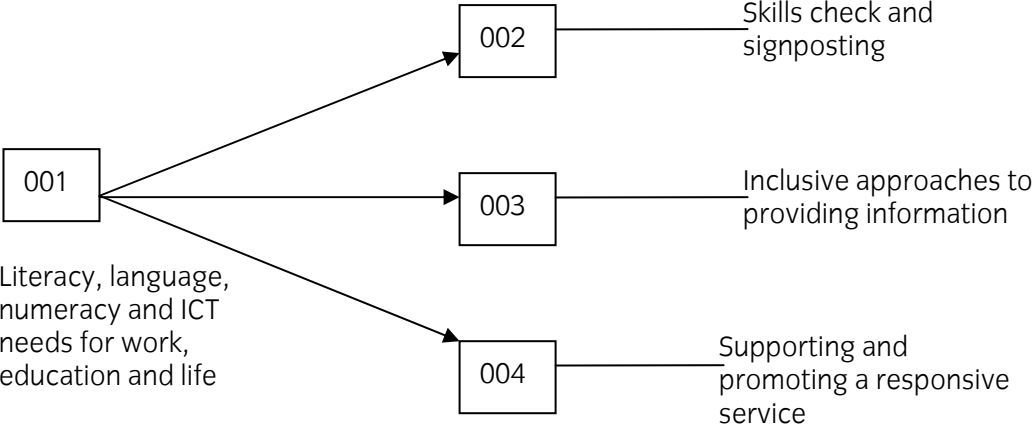
Candidate must achieve both mandatory units 001 and 005, plus one of the optional units from 002-004 and one of the optional units from 006-008 (see diagram 1).



For the Level 2 Award in Literacy, Language, Numeracy and ICT Awareness

Candidates must achieve mandatory unit 001, plus one of 002 – 004 (see diagram 2)

Diagram 2



1 About the qualification

1.3 The structure of the qualification

Unit 001 – Mandatory

Unit number	Unit title	Suggested guided learning hours	
001	Literacy, language, numeracy and ICT needs for work, education and life	7 - 8 hours	

Unit 002 – Option

Unit number	Unit title	Suggested guided learning hours	
002	Skills check and signposting	5 – 6 hours	

Unit 003 – Option

Unit number	Unit title	Suggested guided learning hours	
003	Inclusive approaches to providing information	5 – 6 hours	

Unit 004 – Option

Unit number	Unit title	Suggested guided learning hours	
004	Supporting and promoting a responsive service	5 – 6 hours	

Unit 005 – Mandatory

Unit number	Unit title	Suggested guided learning hours	* Placement hours
005	Supporting learners	14 hours	Minimum of 8 hours*

Unit 006 – Option

Unit number	Unit title	Suggested guided learning hours	
006	Develop an understanding of Literacy	14 – 18 hours	Minimum of 8 hours

Unit 007 – Option

Unit number	Unit title	Suggested guided learning hours	
007	Develop an understanding of Numeracy	14 – 18 hours	Minimum of 8 hours

Unit 008 – Option

Unit number	Unit title	Suggested guided learning hours	
008	Develop an understanding of ESOL	14 – 18 hours	Minimum of 8 hours

The placement for Unit 005 can be in the context of Literacy, Numeracy or ESOL and can be counted towards the placement requirement for the relevant options unit (006, 007 or 008).

Each further option unit requires a minimum of eight hours working in the relevant context (Literacy, Numeracy or ESOL).

1 About the qualification

1.4 Relevant sources of information

Related publications

Publication	Available from
Assessment Pack	CD-ROM and Smartscreen (2007)
Fast track approval forms	City & Guilds website, regional / national office

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

- *Providing City & Guilds qualifications* – a guide to centre and qualification (scheme) approval: This document 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* – This document contains updates on City & Guilds assessment and policy issues.
- *Centre toolkit* – This document contains additional information on Providing City & Guilds qualifications, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates
- *Directory of qualifications* – This document contains details of general regulations, registration and certification procedures and fees. This information also appears on the Walled Garden, the online qualification administration service for City & Guilds approved centres. If there are any differences between the Directory of qualifications and this handbook, the Directory of qualifications contains the more up-to-date information.

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 City & Guilds qualifications. It contains qualification documentation and updates.
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.

1 About the qualification

1.5 Related qualifications

In addition to this qualification, the following City & Guilds qualifications are available in the adult literacy, numeracy and ESOL sectors:

For those supporting and teaching learners:

- 9375 Level 3 Certificate in Delivering Basic Skills to Adults
- 9483 Level 3 Certificate in Adult Literacy Subject Support
- 9484 Level 3 Certificate in Adult Numeracy Subject Support
- 9487 Level 3 Certificate in ESOL Subject Support
- 9485 Level 4 Certificate for Adult Literacy Subject Specialist
- 9486 Level 4 Certificate for Adult Numeracy Subject Specialist
- 9488 Level 4 Certificate in ESOL Subject Specialist.

For learners:

- 3692 Certificate in ESOL Skills for Life
- 3792 Certificates in Adult Literacy and Adult Numeracy
- 3797 Preparing for Employment
- 3798 Numberwise – Levels 1 and 2
- 3799 Wordwise – Levels 1 and 2
- 3800 Essential Skills
- 3804 Entry Level Certificate in ICT Skills for Life

Information about these qualifications can be obtained from the City & Guilds Customer Relations or from our dedicated website www.cityandguilds.com or the basic skills website on www.basic-skills.org.uk.

2 Entry Requirement

Candidate entry requirements

Level 2 Award in Literacy, Numeracy and ICT Awareness

No specific prior qualifications, learning or experience are required. The nature of both the learning and assessment required for the qualification is such that candidates will need to be able to read and interpret written tasks and to write answers in a legible and understandable form. Candidates will also need to be able to organise written information clearly and coherently.

The Level 2 Award in Literacy, Language, Numeracy and ICT Awareness is suitable for those who interface with potential learners in a range of settings such as:

- Further Education
- Adult and Community Education
- Training organisations
- Prison and Probation Services
- Work based training
- Union Learning Centres
- Sure Start
- Libraries and museums
- Community and Voluntary organisations
- Jobcentre plus
- Learn direct

It has been designed for frontline staff (people who, as part of their paid or unpaid role might come into contact with people with a literacy, language, numeracy or ICT skills need), as well as being an essential basis for those who intend to perform a role supporting learners.

Level 2 Certificate in Learning Support

Candidates wishing to support Adult Literacy, Numeracy or ESOL learners should themselves be competent at level 2 in the relevant subject i.e. Level 2 in Literacy (English) for those candidates opting to take the Literacy or ESOL unit (unit 006 or unit 008) and Level 2 Numeracy (Mathematics) for those candidates opting to take the Numeracy unit (unit 007)

Candidates must be competent in Literacy / Numeracy to at least Level 2 before beginning unit 005. This can be demonstrated through the achievement of the Adult Literacy / Numeracy national test (City and Guilds schemes 3792 or 3692), or the relevant key skills qualification (City and Guilds 3638) or Essential Skills (City and Guilds 3800), or through other relevant qualification, or by demonstrating personal skill at Level 2.

Anyone seeking to work (paid or unpaid) in a learning support role must have had their personal literacy or numeracy skills assessed at level 2 as relevant to their chosen option unit 006, 007 or 008.

3 Centre requirements

3.1 Obtaining centre and qualification approval

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

This section provides an outline of the process of applying for approval.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- 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 this 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 (scheme) 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*.

Fast track approval

Centres approved to offer the qualification Level 2 Certificate in Adult Learner Support (9295) may apply for approval for the new Level 2 Certificate in Learning Support (Literacy, Numeracy or ESOL) (9297) using the Fast Track form available from the regional/national office or downloadable from the City & Guilds website.

Centres are reminded to check the new staffing requirement for this qualification

3 Centre requirements

3.2 Resource requirements

Physical resources

Centres must have an adequate learning environment. Resources should be accessible and reflect the Level 2 nature of the qualification, ie relevant reading materials, such as books, up to date information technology and specialist software, journals, published teaching and learning materials, etc.

The centre must provide the following:

- facilities adequate for the operational and administrative requirements of the qualification
- internal quality assurance procedures
- facilities to offer assessments in all the units of the qualification.

Centres must ensure that candidates seeking to achieve the certificate in Learning Support have access to a suitable placement(s).

The external verifier will check the centre has access to personnel, equipment, facilities and resources to provide proper assessments normally related to a practical workplace situation.

The centre must be able to provide secure arrangements for the storage of assessment documents and records.

Staffing

It is recommended that staff delivering and/or assessing units 001, 002, 003 and 004 meet the following criteria:

- Certificate in Education, a comparable full qualification in post-16 training or teaching and learning or substantial verifiable training experience
- and**
- relevant and recent experience of continuing professional development related to the relevant national strategy.

It is also recommended that staff delivering and/or assessing the full qualification, in particular units 005, 006, 007 and 008, meet the following criteria:

- Certificate in Education or a comparable full qualification in post-16 teaching and learning
- relevant and recent experience of continuing professional development related to the relevant national strategy

and

- minimum of 12 months substantial teaching experience (10-12 hours per week) in the delivery of Adult Literacy, Numeracy or ESOL

or

- an Adult Literacy, Numeracy or ESOL specialist qualification and at least one year's experience.

Centres must provide sufficient qualified and experienced staff to carry out the roles of:

- Primary assessor(s) – this may be the teacher/trainer delivering the course
- Independent assessor (Unit 001)
- Internal verifier (quality assurance)

Assessor and verifier units are not required for 9297.

3 Centre requirements

3.3 Registration and certification

Candidates must be registered at the beginning of their course. Centres should submit registrations using the Walled Garden, or Form S (Registration), under qualification and complex number 9297-01 or 91 or 9297-02 or 92.

When all assessment requirements have been successfully completed, internally and externally verified, candidate results should be submitted on the Walled Garden or Form S (Results). Centres should note that results will not be processed by City & Guilds where verification records are not complete.

Candidates achieving one or more units will receive a Certificate of Unit Credit listing the unit(s) achieved. Candidates achieving all of the required units will, in addition, be issued with either the Level 2 Award in Literacy, Language, Numeracy and ICT Awareness or the full Level 2 Certificate in Learning Support (Literacy, Numeracy or ESOL).

For information on the registration and certification periods for the qualification, centre should refer to the City & Guilds Directory of qualifications.

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Directory of qualifications*, provided online to City & Guilds registered centres. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- claiming certification.

These details are also available on the **www.cityandguilds.com**

3 Centre requirements

3.4 Quality assurance

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 standardising and monitoring quality. Centres are responsible for internal quality assurance, ensuring that there are appropriate opportunities for open communication between the course team, scheme co-ordinator and external verifier. City & Guilds is responsible for external quality assurance.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds Qualifications* and in the centre toolkit. This document also explains the tasks, activities and responsibilities of quality assurance staff.

All candidates' evidence must be available for external verification, Centres are also required to retain copies of candidates' assessment and internal verification records for three years after certification.

National standards and rigorous quality assurance are maintained by use of:

- City & Guilds assignment, marked by the centres according to externally set marking criteria
- Portfolio evidence assessed against set criteria
- Internal (centre) quality assurance
- City & Guilds external verification.

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

- quality assurance co-ordinator
- primary assessor
- independent assessor
- internal verifier.

External quality assurance

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, to facilitate standardisation between verifiers and to share good 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.

When carrying out monitoring visits, the external verifier will require to see:

- a record of all units completed by candidates
- the completed assignments (including candidate guidance) and internally assessed work by candidates for whom the centre intends to seek certification
- a record of which teachers/trainers have been responsible for which units
- evidence of regular meetings and a team approach to maintaining the quality standards
- evidence related to APL candidates.

External quality assurance for the qualification will be provided by the usual City & Guilds external verification process. This includes the use of an electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

Further details of the role of external verifiers are given in *Providing City & Guilds qualifications*.

3 Centre requirements

3.5 Summary of key roles

The following is a summary of the key roles involved in the successful implementation and assessment of the scheme.

Role title	Responsibilities
Internal Verifier	<p>The internal verification process involves the following:</p> <ul style="list-style-type: none">• ensuring that all assessors consistently and accurately interpret and apply the qualification requirements• ensuring that all candidates' achievement records meet the requirements of City & Guilds• ensuring that the assessor receives prompt, accurate and constructive feedback• planning an overall sampling strategy• providing and maintaining a sampling matrix covering the work of every assessor, every unit and a sufficient range of candidates• examining a sample of assessment plans from every assessor• checking the judgements being made by individual assessors• checking that all assessors are making consistent judgements, in line with national expectations• checking that the evidence is clearly organised and ready for the external verifier• providing accurate and current information to the external verifier on an ongoing basis (eg candidate throughput).

This process will require opportunities for assessors to meet to exchange work and standardise assessment decisions under the guidance of the internal verifier. Records must be kept of these meetings.

At all stages of the internal verification process feedback must be given to assessors. Names of those responsible for assessment must be attached to evidence. When the internal verifier samples a particular piece of work this should be indicated on the work and on the recording documents, if appropriate.

Role title	Responsibilities
The primary assessor(s)	<p>The role of the primary assessor(s) is to:</p> <ul style="list-style-type: none"> • ensure that each candidate is fully briefed on the qualification requirements • provide guidance and support to candidates on the assessment requirements for each unit • assess the extent to which each candidate’s work contains evidence to demonstrate that the assessment requirements have been met • provide each candidate with prompt, accurate and constructive feedback • keep accurate and legible records • meet with the co-ordinator and other assessors to monitor, agree and maintain standards.
The independent assessor	<p>The role of the independent assessor is to:</p> <ul style="list-style-type: none"> • assess all evidence for unit 001 • provide prompt and constructive feedback to the candidate • contribute to the internal quality assurance process.

Assessors and internal verifiers must be fully conversant with the assessment process and have an appropriate level of competence in the subjects being assessed. Assessor and Verifier units (or D units) are not required.

4 Course design and delivery

4.1 Recommended delivery strategies

Recommended delivery strategies

Trainers/ assessors should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course. Units 005, 006, 007 and 008 are broadly the same size; units 001, 002, 003 and 004 are shorter. Centres may deliver them in any order they wish and may wish to introduce other topics as part of the programme which will not be assessed through the qualifications (eg. to meet local needs).

City & Guilds does not itself provide courses of instruction or definitive entry requirements. As long as the requirements for the qualification are met, trainers/assessors may design courses of study in any way that they feel best meets the needs and capabilities of the candidates.

This qualification is at Level 2 and is in the 40-60 guided learning hour range.

Context specific delivery

The qualification incorporates both underpinning knowledge and understanding applicable to a wide range of settings. It is particularly important that deliverers of the qualification take account of the context in which candidates are working and that the course content specifically addresses this. Teachers / trainers will be expected to tailor the delivery to make it relevant and meaningful to candidates.

Centres may contextualise delivery by:

- a using case studies and materials which reflect the candidates' context
- b supporting candidates to reflect on the application of their learning to their own setting
- c encouraging candidates to identify barriers and issues for their client group.

Unit 5 Placement

Candidates who wish to support learners can complete their placement through individually arranged placements.

The requirement is for a minimum of 8 hours placement in an appropriate context for whichever award the candidate is working towards (ie for Literacy, Numeracy or ESOL). The candidate would be expected to complete the 8 hours as part of the delivery of the unit. The placement should provide the candidate with opportunities to support a range of learners.

A placement report is to be completed by the candidate following each placement session. A summative review of the placement by the specialist teacher and candidate is to be carried out at the completion of the placement.

Relationship to other qualifications and the wider curriculum

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core/Essential Skills and other related qualifications. Key skills signposting for the qualification can be found in Appendix 2 of this handbook.

Opportunities to address social, moral, spiritual and cultural issues during the delivery of the qualification should be encouraged.

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. The centre must ensure that candidates follow the correct health and safety procedures during their placement.

Data protection and confidentiality

Centres offering this qualification 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*.

Initial assessment and induction

Centres are advised to make an 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 assessment should identify any specific training needs the candidate has, and the support and guidance necessary, when working towards their qualification. Centres must ensure that each candidate has an access to an appropriate placement.

City & Guilds recommends that centres provide an induction programme to ensure the candidates understand:

- the requirements of the qualification
- their responsibilities as a candidate
- the responsibilities of the centre.

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

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 *Directory of qualifications*, and is also available from the City & Guilds Customer Relations department.

5 Assessment

5.1 Summary of assessment requirements

National Standards and rigorous quality assurance are maintained by the use of an externally set, internally marked assignment for unit 001 and a portfolio of evidence containing internally set and internally marked assessments (sample assessment materials available) for units 002, 003, 004, 006, 007 and 008. Unit 005 has a mandatory Personal Development Journal.

In order to achieve the full qualification, candidates must independently demonstrate all of the skills required by the relevant units.

Assessment components are graded pass/refer only.

For the full qualification of Level 2 Certificate in Learning Support (Literacy, Numeracy or ESOL), candidates will be required to complete the following assessments:

- **One** assessment must be completed for **each** mandatory unit (two units)
- **One** assessment must be completed for **each** optional unit (two units).

For the Level 2 Award in Literacy, Language, Numeracy and ICT Awareness (Skills check and signposting, Inclusive approaches to providing information or Supporting and promoting a responsive service) candidates will be required to complete the following assessments:

- **One** assessment must be completed for the mandatory unit (one unit)
- **One** assessment must be completed for the selected optional unit (one unit).

Guidance for externally set assessment (Unit 001)

Unit 001 is assessed by a mandatory externally set assignment taken under supervised conditions when the candidate is ready for assessment. The assignment is time bound and the maximum time allowed is 1 ½ hours.

City & Guilds provide the following:

- externally set assignment for unit 001
- detailed mark scheme
- requirements for conducting the external assessment.

The assignment is live assessment material and should be treated accordingly.

The assignment is marked internally by an independent assessor using the mark scheme provided. Candidates who are not successful on their first attempt can complete the assignment at a later date using a second variant.

All candidate evidence, assessment documentation and internal verification records must be retained and made available to the centre's external verifier.

Guidance for internally set assessments

Assessments should be issued when candidates are ready. Candidates may take assessments away to complete in their own time, unaided.

Assessors must be satisfied that all completed assessments are the candidate's own work.

The assessments are not time bound and may be completed at any time after the candidate has been registered.

Assessment of the completed candidate evidence of work must be carried out according to City & Guilds requirements and the centre's quality assurance systems.

All candidate evidence, assessment documentation and internal verification records must be retained and made available to the centre's external verifier.

Evidence Record Sheets (see Appendix 1) will signpost the assessor to the detailed evidence presented in the candidate's portfolio.

Grading and marking

Grading of assessments for this qualification is either pass or refer. Assessors are requested to give appropriate guidance to candidates on re-submission of work, if the standard has not been met. The number of attempts should be defined within the internal quality assurance process by the internal verifier.

Sample assessments

City & Guilds provides sample assessments for units 002, 003, 004, 006, 007 and 008 and mandatory assessment documentation for unit 005 within the Assessment Pack on the CD-ROM.

Accreditation of prior learning and experience (APEL)

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) are approaches used to recognise the contribution a person's previous experience might contribute to a qualification.

Candidates can have prior achievement in relevant qualifications at Level 2 credited toward the evidence requirements and assessment for this Qualification. This process is limited to qualifications that have as their primary purpose the development of knowledge, skills and understanding associated with the role of supporting literacy, language, numeracy and/or ICT learners. Centres must ensure that evidence for APL/APEL is assessed against the outcomes indicated for the relevant unit(s).

Internal verifiers must take responsibility for checking the validity of all proposed exemption claims. Procedural arrangements are as follows:

- The qualification must be evidenced by a certificate or results slip from the issuing awarding body. The original document must be seen by an internal verifier; a copy of this should then be taken, signed, and placed with the candidate's assessment records.
- The centre must also keep an up-to-date record of all candidates in the centre seeking exemption. These will be checked by the external verifier at the next visit.

Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access for assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

Access to qualifications is 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.

Requests for special arrangements should be made to:

Co-ordinated Assessment Services

City & Guilds

1 Giltspur Street

London

EC1A 9DD

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 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.

5 Assessment

5.2 Unit specification

The unit specification is as follows:

Unit number	Unit title	Assessment regime
001	Mandatory: Literacy, language, numeracy and ICT needs for work, education and life	Externally set assessment that is independently assessed within the centre, internally verified and externally verified.
002	Option: Skills check and signposting	Internally set assessment that is internally assessed, internally verified and externally verified (example assessment materials available).
003	Option: Inclusive approaches to providing information	Internally set assessment that is internally assessed, internally verified and externally verified (example assessment materials available).
004	Option: Supporting and promoting a responsive service	Internally set assessment that is internally assessed, internally verified and externally verified (example assessment materials available).
005	Mandatory: Supporting learners	Internally marked Personal Development Journal (provided) maintained throughout the duration of the unit and the eight-hour placement.
006	Option: Develop an understanding of Literacy	Internally set assessment that is internally assessed, internally verified and externally verified (example assessment material available).
007	Option: Develop an understanding of Numeracy	Internally set assessment that is internally assessed, internally verified and externally verified (example assessment material available).
008	Option: Develop an understanding of ESOL	Internally set assessment that is internally assessed, internally verified and externally verified (example assessment material available).

Units 006, 007 and 008 each require an eight-hour placement and Personal Development Journal (PDJ) in the relevant context. The placement and PDJ completed for unit 005 could be used if this is completed in the relevant context.

Unit specifications

Structure of units

The units in this qualification are written in a standard format and comprise the following

- **Title**

Based on LLUK/QCA specifications

- **Rationale (Aims)**

Key areas of teaching covered by the unit

- **Outcomes**

What the candidate should be able to do on completion of the unit

- **Guided learning hours**

The number of hours candidates are expected to have guided learning.

- **Teaching and learning strategy**

A selection of strategies that may be used by teachers/trainers in the delivery of the unit

- **Assessment and grading**

Grade descriptions are written in the subject specifications, and give a general indication of the level of attainment characteristic of a 'pass' grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

- **Content**

Describes the key knowledge/understanding for each outcome identified in the unit and forms the basis for the development of a scheme of work.

- **Indicative reading and website addresses**

A selection of recommended texts and websites relevant to the unit.

Unit 001 Mandatory unit

Unit 001 Mandatory Unit

Unit number	Unit title	Suggested guided learning hours	Practice hours
001	Literacy, language, numeracy and ICT needs for work, education and life	7-8 hours	

Rationale

The aim of this unit is to enable the candidate to:

- develop an awareness of the impact on personal, social and working life of poor literacy, language, numeracy or ICT skills and the strategies to address these (Skills for Life or the equivalent strategies for Wales, Scotland or Northern Ireland)
- explore the social and cultural concerns which appertain to their local context.

Learning outcomes

There are **five** outcomes to this unit. On successful completion the candidate will be able to:

- recognise the importance of literacy (including speaking and listening skills), language, numeracy and ICT skills as a means to participate actively in work, education and life
- show an understanding of adult literacy, language, numeracy, and ICT needs within the local community with particular reference to national, regional and local background and policies
- identify the different types of provision for developing literacy, language, numeracy and ICT
- identify the key social and cultural concerns as they apply to adult literacy, language, numeracy and ICT education generally, and to local communities specifically
- demonstrate effective communication skills.

Guided learning hours

It is recommended that 7 - 8 hours should be allocated for this unit.

Teaching and learning strategy

This should be based on principles of active and student-centred learning. Candidates should be encouraged to reflect on their practice as users of literacy, language, numeracy and ICT. Delivery should include group tasks (quizzes, group discussions, analysis of varied and real samples of student work) as well as self-study/reading.

Assessment and grading

This Unit is assessed by an externally set, internally marked (by the independent assessor), externally verified assignment.

Grading is determined by the following:

- candidates have a thorough appreciation of the main messages highlighted in the relevant national strategy, and the importance of literacy, language, numeracy and ICT skills in work, education and life in general
- candidates understand the literacy, language, numeracy and ICT needs locally and within the wider community and have an awareness of local and regional policies to support these
- candidates are aware of different types of provision and availability of provision locally
- candidates are aware of the relevant social and cultural concerns within the local community and the potential implications
- candidates are able to demonstrate effective communication skills.

Content

- **Role and Context**

- background to the relevant national strategy for improving adult literacy, language, numeracy and ICT standards
- National targets that apply within England, Scotland, Northern Ireland or Wales
- signposting, promoting and volunteering roles in implementing the relevant strategy
- identify own personal experiences and skills
- awareness of local circumstances and needs and the role within a multicultural environment
- types of provision eg further education, work-based, family literacy, language and numeracy, Learndirect, adult and the wider community
- sources of advice and guidance eg Citizens Advice Bureau, Information Advice and Guidance Services, providers.

- **The adult literacy, language, numeracy and ICT context**

- definitions of adult literacy, language, numeracy and ICT needs, and the functional nature of the skills
- examples of the scale of need nationally
- reasons for poor literacy, language, numeracy and ICT skills
- the impact of poor literacy, language, numeracy and ICT skills eg. lack of access to education, training and jobs
- awareness of local literacy, language, numeracy and ICT needs.

- **Understanding the issues**

- the levels and relevant standards, curricula and/or framework for literacy, numeracy, ESOL and ICT
- identification of the skills eg reading, writing, listening, speaking, numeracy and ICT, and their application in day-to-day life
- breakdown of tasks to identify the literacy, numeracy and ICT skills required to perform them effectively eg travel, on-line banking, internet shopping
- difficulties encountered through poor skills for reading, writing, numeracy, language and ICT eg experiential learning activities could include backward writing, differences between maths and numeracy, using unfamiliar IT software
- barriers to learning eg personal experiences, and strategies for overcoming these barriers eg not like school, informal settings, etc
- effective communication skills including speaking and listening.

Indicative Reading list

Basic Skills Agency: *Adult Literacy core curriculum including Spoken Communication Basic Skills Agency: Adult Numeracy core curriculum*

Basic Skills Agency: *Adult ESOL core curriculum*

Basic Skills Agency: *Effective Basic Skills Provision for Adults*

Basic Skills Agency: *Getting Better Basic Skills – What Motivates Adults*

Basic Skills Agency: *Literacy and Numeracy – What Adults Can and Can't Do*

DEL: *Essential Skills for Living*

DEL: *Success through Skills, the skills strategy for Northern Ireland*

DfEE: *A Fresh Start – Improving Literacy and Numeracy*

DfEE: *Skills for Life – The national strategy for improving adult literacy and numeracy skills*

DfES: *Delivering Skills for Life – The national strategy for improving adult literacy and numeracy skills*

DfES: *National Needs and Impact Survey of Literacy, Numeracy and ICT Skills*

DfES: *Skills for Life: The national strategy for improving literacy and numeracy skills - Focus on delivery to 2007*

Niace: *ICT Skill for Life – Action Research Project.*

NRDC: *Community-focused provision in adult literacy, numeracy and language*

NRDC: *ICT and adult literacy, numeracy and ESOL*

QCA: *National Standards for adult literacy, numeracy and ICT*

QCA, DfES: *ICT Curriculum*

QCA: *Key Skills Standards*

Scottish Executive: *Adult Literacy and Numeracy in Scotland*

The Welsh Assembly Government: *Words Talk – Numbers Count*

Useful website addresses

for strategy for Wales

www.basic-skills-wales.org/bsastrategy

for strategy for England

www.dfes.gov.uk/readwriteplus

e-skills UK (Skills Sector Council)

www.e-skills.com

Maths for Life – The role of ICT

www.maths4life.org

Move on

www.move-on.org.uk

for strategy for Northern Ireland

www.northernireland.gov.uk/

ICT and Adult Literacy, Numeracy and ESOL

www.nrdc.org.uk/projects

for strategy for Scotland

www.scotland.gov.uk/Home

Unit 002 Option unit

Unit 002 Option Unit

Unit number	Unit title	Suggested guided learning hours	Practice hours
002	Skills check and signposting	5-6 hours	

Rationale

The aim of this unit is to enable the candidate to:

- develop knowledge of the tools and processes for identifying literacy, language, numeracy and ICT needs
- develop an understanding of the signposting role and local provision.

Learning outcomes

There are **five** outcomes to this unit. On successful completion, the candidate will be able to:

- describe the different ways of identifying literacy, language, numeracy and ICT needs
- discuss the use of assessment techniques and tools, including initial screening/skills check, and the importance of providing sensitive and effective feedback
- identify ways to refer potential learners to relevant provision
- identify relevant aspects of confidentiality, health and safety and the importance of equality of access and opportunity in education
- demonstrate effective communication skills (including speaking and listening skills) with particular regard to cultural and social factors.

Guided learning hours

It is recommended that 5 - 6 hours should be allocated for this unit.

Teaching and learning strategy

Trainer input, discussion, group and individual activities (eg presentation, case studies, review and trial of different skills check instruments), self study/reading.

Assessment and grading

This Unit is assessed by an internally set, internally marked assessment. Grading is determined by the following:

- candidates are familiar with different ways of identifying adult literacy, language, numeracy and ICT needs, both formal and informal
- candidates are able to use initial screening/skills check tools effectively in a sensitive and supportive manner, and are able to give appropriate feedback communicating clearly and using active listening skills
- candidates are familiar with the range of available provision for adult literacy, language, numeracy and ICT development in the community, and know details of key providers and the different types of support available
- candidates know about the key issues relating to confidentiality, health and safety and equal opportunity as they apply in the candidate's area or context (application of knowledge rather than a theoretical appreciation of legislation)
- candidates are able to demonstrate effective communication skills

A sample assessment strategy is provided in the Assessment Pack. Although these Tasks are not mandatory, any assessment instrument used must be in line with the assessment provided.

Content

- **identifying needs**
 - the Learning Cycle and how each stage links into other stages
 - definitions of assessment, and when this takes place for skills check/screening, initial assessment, diagnostic, formative and summative, formal and informal, national testing
 - skills check/screening tools and how they are used eg Fast Track, BSA Initial Assessment, IT screening tools, Move On Programme mini-test, e-skills passport
 - preparations required prior to screening eg sensitivity to the learner
 - self-assessment through use of one of the skills check/screening tools
 - issues of confidentiality.
- **Referring learners**
 - types of provision eg. further education, family provision, work-based, Learndirect, adult and the wider community
 - models of support eg. 1 : 1, small group, whole class
 - signposting and the individual needs of adult learners eg shift workers, access to ICT
 - individual rights of learners, including equality of opportunity
 - health and safety issues applicable to job roles.
- **Effective communication skills**
 - active listening and questioning skills
 - constructive feedback
 - non-verbal communication including body language, tone, personal space, etc
 - consideration in the use of technical language
 - reflection and development and the next step.

Indicative Reading list

DfES: *Developing speaking and listening skills, a pack for staff working with offenders*

DfES: *Good Practice Guidelines in Screening and Initial Assessment*

DfES: *Planning Learning and Recording Progress*

DfES: *The Learning Journey*

Useful website addresses

Move on

www.move-on.org.uk

Read Write Plus

www.dfes.gov.uk/readwriteplus

Skills for Life assessment tools

www.toolslibrary.co.uk

e-skills UK (Skills Sector Council)

www.e-skills.com

Basic Skills Agency (Wales)

www.basic-skills-wales.org/bsastrategy/en/resources/index.cfm

Unit 003 Option unit

Unit 003 Option Unit

Unit number	Unit title	Suggested guided learning hours	Practice hours
003	Inclusive approaches to providing information	5-6 hours	

Rationale

The aim of this unit is to enable the candidate to:

- examine the role, purpose and effectiveness of promotional and other materials for learners with literacy, language, numeracy and ICT needs
- explore the communication skills (written and oral) required to engage and motivate potential learners.

Learning outcomes

There are **five** outcomes to this unit. On successful completion, the candidate will be able to:

- identify ways in which information can be provided effectively
- understand how to ensure that information is accessible for learners
- identify informal ways to signpost and refer learners to learning
- identify relevant aspects of confidentiality, health and safety and the importance of equality of access and opportunity in education
- demonstrate effective communication skills (including speaking and listening skills) with particular regard to cultural and social factors.

Guided learning hours

It is recommended that 5 - 6 hours should be allocated for this unit.

Teaching and learning strategy

Trainer input, discussion, group and individual activities (eg. role play, quizzes, case studies), presentation, self study.

Assessment and grading

This Unit is assessed by an internally set, internally marked assessment. Grading is determined by the following:

- candidates are familiar with the ways in which information can be provided effectively and the key indicators which can determine accessibility
- candidates are able to demonstrate an appropriate level of language use, both written and oral
- candidates are aware of informal methods of recognising and referring learners within their area or context
- candidates know about the key issues relating to confidentiality, health and safety and equal opportunity (application of knowledge rather than a theoretical appreciation of legislation)
- candidates are able to demonstrate effective communication skills.

A sample assessment strategy is provided in the Assessment Pack. Although these Tasks are not mandatory, any assessment instrument used must be in line with the assessment provided.

Content

- **Getting the message across**
 - availability of provision locally eg further education, family provision, work-based, Learndirect, adult and the wider community
 - models of support eg 1 : 1, small group, whole class
 - methods of promoting literacy, language, numeracy and ICT skills development opportunities for adult learners
 - advantages and disadvantages of different promotional methods
 - appropriateness of promotional materials and information sources eg readability.
- **Interfacing with potential learners**
 - informal indicators of needs and sources of appropriate guidance
 - sensitivity in contacts with potential learners, with particular regard to social and cultural factors
 - individual rights of learners, including equality of opportunity
 - health and safety issues applicable to job roles.
- **Effective communication skills**
 - active listening and questioning skills
 - constructive feedback
 - non-verbal communication including body language, tone, personal space, etc
 - consideration in the use of technical language
 - reflection and development and the next step.

Indicative Reading list

Basic Skills Agency: *Basic Skills and Personal Advisers*

DfES: *Developing speaking and listening skills, a pack for staff working with offenders*

DfES: *Entry to Employment (Standards Unit)*

Useful website addresses

Basic Skills Agency: Making reading easier (under publications)

www.basic-skills.co.uk

Plain English Campaign: downloadable guides

www.plainenglish.co.uk/guides.html

AbilityNet: advice on making ICT accessible for people with a disability or limiting condition

www.abilitynet.org.uk

Unit 004 Option unit

Unit 004 Option Unit

Unit number	Unit title	Suggested guided learning hours	Practice hours
004	Supporting and promoting a responsive service	5-6 hours	

Rationale

The aim of this unit is to enable the candidate to:

- explore the relevance and benefits of a whole organisation approach to providing literacy, language, numeracy and ICT learning opportunities to meet the needs of learners and the wider community
- examine the processes involved in supporting and promoting a responsive service

Learning outcomes

There are **five** outcomes to this unit. On successful completion, the candidate will be able to:

- identify the role of their organisation within other community, workplace or educational provision
- describe a whole organisation approach to literacy, language, numeracy and ICT provision
- identify opportunities for and programmes of staff training
- describe strategies for identifying and sharing good practice and resources
- demonstrate effective communication skills (including speaking and listening skills) with particular regard to cultural and social factors

Guided learning hours

It is recommended that 5 - 6 hours should be allocated for this unit.

Teaching and learning strategy

Trainer input, discussion, group and individual activities (eg role play, quizzes, case studies), presentation, self study/reading.

Assessment and grading

This Unit is assessed by an internally set, internally marked assessment. Grading is determined by the following:

- candidates are aware of the role of their organisation in the wider community with reference to supporting quality literacy, language, numeracy and ICT provision
- candidates can outline the importance of a whole organisation approach to embedding literacy, language, numeracy and ICT skills development opportunities
- candidates can list relevant training opportunities available to their organisation
- candidates can demonstrate a clear understanding of indicators of good practice and resources and ways to promote and share both internally and externally
- candidates are able to demonstrate effective communication skills

A sample assessment strategy is provided in the Assessment Pack. Although these Tasks are not mandatory, any assessment instrument used must be in line with the assessment provided.

Content

- **A whole organisation approach**
 - understanding the roles of organisations in supporting skills development
 - a framework for delivery eg local needs analysis, profile of learners, provision planning and strategy, marketing and recruitment, teaching and learning, quality improvement, retention and achievement, progression
- **Training and development**
 - training opportunities available locally, regionally and nationally
 - identifying staff training needs
 - reviewing and monitoring training
- **Promotion and networking**
 - identifying good practice and resources eg. inspection reports, good practice guides, learner feedback
 - opportunities for networking (formal and informal)
 - promoting and sharing good practice (internally and externally)
- **Effective communication skills**
 - active listening and questioning skills
 - constructive feedback
 - non-verbal communication including body language, tone, personal space, etc.
 - consideration in the use of technical language
 - reflection and development and the next step

Indicative Reading list

BSA: *Effective Basic Skills Provision for Adults*

BSA: *Basic Skills Quality Mark for Post-16 Programmes*

DfES: *Raising Standards Guides and Interactive CD-ROM*

DfES: *Managing Success*

DfES: *Success in Adult Literacy, Numeracy and ESOL provision*

Useful website addresses

QIA/DfES: Whole Organisation Approach

www.woasfl.org

Read Write Plus

www.dfes.gov.uk/readwriteplus/qualityandtraining

Quality Improvement Agency

www.qia.org.uk

Skills for Life Quality Initiative

www.sflqi.org.uk

Adult Learning Inspectorate

www.ali.gov.uk

NRDC

www.nrdc.org.uk

Move On

www.move-on.org.uk

Key Skills Support Programme

www.keyskillssupport.net

Unit 005 Mandatory unit

Unit 005 Mandatory Unit

Unit number	Unit title	Suggested guided learning hours	Practice hours
005	Supporting learners	14 hours	Minimum of 8 hours

Rationale

The aim of this unit is to enable the candidate to:

- develop an understanding of the characteristics of adult learners and the learning process
- support learners under the guidance of a subject specialist teacher

Learning outcomes

There are **seven** outcomes to this unit. On successful completion, the candidate will be able to:

- demonstrate a clear understanding of the cyclical nature of support and the different models of support
- describe ways of promoting learning opportunities and the strategies used to support the integration of new learners into the learning environment
- implement a range of skills and tasks related to the learner support role, including:
 - how to follow and act on explanations and instructions from specialist teachers
 - making requests and obtaining detailed information relating to supporting the learning environment
 - taking feedback and responding constructively
- demonstrate knowledge of strategies to support learners with difficulties and disabilities
- interact with learners appropriately, demonstrating:
 - non-verbal communication strategies including body language, tone, personal space, etc.
 - clear verbal communication
 - clear delivery and the ability to use communication techniques like pace and repetition to ensure meaning
 - the ability to identify the purpose of utterances using active listening and questioning techniques
 - understanding of the support process and how to use strategies to elicit contributions from others
- use resources effectively, including:
 - the ability to recognise good quality learning resources
 - awareness of appropriate ICT materials and care of ICT resources
 - how to keep accurate records and make use of recorded information
 - effective organisation of personal resources, eg. use of volunteer toolkit
- contribute to the maintenance of a safe and secure learning environment

Guided learning hours

It is recommended that 14 hours should be allocated for this unit (including group or personal tutorials). A minimum of 8 hours placement is also required.

Teaching and learning strategy

As well as teacher/trainer input on theory, this should include: group tasks, self study/reading, case studies, and practical application, together with the placement.

Assessment and grading

The unit is assessed using an internally marked Personal Development Journal maintained throughout the duration of Unit 005 and the 8 hours placement. Grading is determined by the following:

- candidates are able to discuss the cyclical nature of support convincingly, explaining the different models of support and elaborating on the different features
- candidates are able to promote learning opportunities showing they can use appropriate strategies to integrate new learners into the learning environment effectively
- candidates are able to perform a range of routine tasks crucial to the adult learner support role, carrying them out confidently and competently
- candidates are able to demonstrate an awareness of the strategies used to support learners with physical difficulties or sensory impairments
- candidates are able to communicate effectively when working with learners
- candidates are able to use resources effectively and show good judgement over the suitability of learning resources
- candidates are able to keep appropriate records
- candidates are able to play an active part in maintaining a safe and secure learning environment.

Candidates should complete a report after each placement session. A summative review of the placement by the specialist teacher and candidate is to be carried out on the completion of the placement. The placement should provide opportunities to support candidates across the range, including learners with specific learning difficulties or disabilities. If no opportunities are available, this should be addressed through a report on a case study.

A Personal Development Journal containing a series of reflective questions is provided in the Assessment Pack on the CD-ROM.

Unit 005 is concerned with the knowledge, understanding and skills required of those who wish to support learners and centres should design their training sessions so that candidates have the opportunity to practice the skills that are generic to the supporting learner role. Candidates will need to put these skills into practice in an eight-hour placement in an appropriate context for **whichever** award that they are working towards (ie for Literacy, Numeracy or ESOL).

Content

- **Working as part of a team**
 - placement – taking feedback and responding constructively, placement journal
 - observation of classroom practice eg how the lesson fits into the student's learning plan, resources used
 - classroom management eg equal opportunities, team response, case studies
 - team roles and team building eg giving and receiving support, maintaining good working relationships, different roles within a team
 - contributing to recording student progress eg what was covered, what was achieved, difficulties, forward planning
 - contributing to the review of student / learner progress eg progress over time, further work

- **Helping with care and support**
 - diversity and what it means in practice, especially with regard to the local area
 - issues around stereotyping, especially with adult learners
 - reasons why adults return to learn eg social, personal, family, financial, educational, etc, and the effect these can have on initial integration of a group of learners
 - case studies and ILPs of learners, identifying barriers and reasons for returning to learning, highlighting diversity and cultural differences
 - ways of supporting learners during the initial sessions to ensure inclusion and to promote confidence eg active listening, addressing personal issues, providing information
 - health & safety issues, First Aid and Emergency procedures as they apply to the locality
 - the impact on learning of the learning environment eg access, layout, décor, equipment
 - issues of confidentiality eg Data Protection Act
- **Helping the learner**
 - the learning process and the cyclical nature of support
 - the features of adult learning eg learning will be influenced by: adapting to new learning, physical issues, existing knowledge and experience, relating to life experiences
 - guidelines for working with learners with learning difficulties or disabilities eg treating learners as individuals not conditions, resource implications
 - specific learning difficulties and how these might impact on learning eg examples from Access for All, candidates' own experiences, terms to use and to avoid, use of precise language
 - awareness of the Pre-entry Curriculum Framework and how this relates to the core curricula eg overlap of Milestone 8 with Entry Level 1
 - adults as learners eg what makes adult learning successful, including candidates' own experiences, characteristics of adult learners eg lack of confidence, prior experience of learning
 - learning styles and how they influence learning
 - communication skills – its importance in and application to literacy, numeracy and language skills learning, active listening and questioning, role in behaviour management
 - speaking and listening skills, the role of verbal and non verbal communication in supporting learners
 - sources of support eg locally available agencies/organisations, books, leaflets, web addresses
 - record keeping; maintaining and updating student records, confidentiality.
- **Helping with resources**
 - implication of learning resources in relation to delivery in a range of settings and venues eg student involvement, student's knowledge, experience and interest, variety, referencing to core curricula
 - assessing for suitability eg appropriateness in terms of age, gender, level, equality of opportunity, motivational
 - awareness of the variety of resources eg magazines, newspapers, videos, reading books, text books, quizzes, games, computer/ICT equipment
 - selecting and using resources as directed eg matching resource to method, accessibility, impact of the venue
 - security and organisation eg storage of resources, availability, accessible by learners and staff, copying and sufficiency
 - using ICT; assessing for appropriateness, computer programs, access, assistance for learning difficulties and disabilities, web based resources, care of equipment.

Indicative Reading list

DfES: *Access for All – guidance on making the adult literacy and numeracy core curricula accessible*

DfES: *Adult Pre-entry Curriculum Framework*

Useful website addresses

Hearing Impairment

RNID

www.rnid.org.uk

Visual Impairment

RNIB and National Library
for the Blind

www.rnib.org.uk

Dyslexia:

Adult Dyslexia Organisation

www.futurenet.co.uk/charity/ado

British Dyslexia Association

www.bda-dyslexia.org.uk

Dyslexia Institute

www.dyslexia-inst.org.uk

Autism

National Autistic Society

www.nas.org.uk

Disabled learners/learners with Learning difficulties

BASIL

www.ctad.co.uk/basil

MENCAP

www.mencap.org.uk

Skill:National Bureau for Students

With Disabilities

www.skill.org.uk

SCOPE

www.scope.org.uk

Mental Health

Mental Health Foundation

www.mentalhealth.co.uk

AbilityNet

www.abilitynet.org.uk

Unit 006 Option unit

Unit 006 Option Unit

Unit number	Unit title	Suggested guided learning hours	Practice hours
006	Develop an understanding of Literacy	14-18 hours	

Rationale

The aim of this unit is to enable the candidates to:

- develop an understanding of the principles of sentence, grammar and whole text cohesion
- increase their familiarity with the relevant standards, curricula and/or frameworks eg Adult Literacy core curriculum, and explore its purpose and structure
- develop an awareness of the more common learning difficulties and disabilities that may restrict literacy acquisition and development
- explore the key influences on language evolution.

Learning outcomes

There are **six** outcomes to this unit. On successful completion, the candidate will be able to:

- demonstrate an understanding of the principles of sentence, grammar and whole-text cohesion, including :
 - word classes or parts of speech and their grammatical functions
 - the structure of phrases and clauses
 - paragraph types and paragraph structure
 - the structure of whole texts
 - the grammatical terminology used
- describe the way the relevant standards, curricula and/or frameworks are used eg describe the way the Adult Literacy core curriculum is organised and used and how the *Adult pre-entry curriculum framework* and *Access for All documents* relate to the Adult Literacy core curriculum
- show familiarity with some of the main learning disabilities and learning difficulties that can affect language learning and skill development
- recognise the different social and cultural contexts affecting language learning. This means understanding:
 - the role of context in communication
 - how social and cultural conventions influence speech interactions
 - how factors such as socio-economic status and ethnicity affect speech and writing
- demonstrate an understanding of how language varies. This includes:
 - the importance of Standard English as the language of public communication nationally
 - current influences on spoken and written language, including the influence of electronic communication on written language
 - the variations in written Standard English and how they differ from spoken language
- identify his/her own level of literacy and preferred learning style and the implications this has for her/his own learning.

Guided learning hours

It is recommended that 14 - 18 hours should be allocated for this unit.

Teaching and learning strategy

Trainer input, discussion, group and individual activities (eg games, quizzes), self study/reading.

Assessment and grading

This Unit is assessed by an internally set, internally marked assessment. Grading is determined by the following:

- candidates are able to demonstrate clear understanding of the principles of grammar and are comfortable using the appropriate specialist terminology. Candidates are able to apply their understanding of grammar effectively in their own language use and are able to recognise inappropriate or incorrect use. This means demonstrating solid understanding and correct and consistent use of the principles of sentence grammar and whole text cohesion
- candidates are able to interpret and discuss the relevant standards, curricula and/or framework eg. candidates are able to describe the Adult Literacy core curriculum, its purpose and structure and will be able to interpret the document correctly and be able to discuss its role and contents with others in a convincing manner
- candidates know the more common learning difficulties and disabilities involved with English language learning
- candidates are familiar with some of the signs or symptoms associated with these learning difficulties and disorders. Candidates are clear about the general facts associated with the disabilities and difficulties studied and have knowledge about the key misconceptions
- candidates are able to discuss the different influence that can affect communication, including the evolving nature of language and key influences on language variation, with some insight and awareness
- candidates are able to reflect on their own level of skills and the implication of this on future learning.

A sample assessment strategy is provided in the Assessment Pack. Although these Tasks are not mandatory, any assessment instrument used must be in line with the assessment provided.

Content

Literacy

The relevant standards, curricula and/or frameworks eg the Adult Literacy core curriculum:

- recap on the background to the development eg The Moser Report, the relevant national strategies, research findings, national standards, improving quality
- key terminology and definitions eg text focus, sentence focus
- structure and layout eg speaking and listening, reading, writing
- progression through the levels
- referencing eg element, element sub section, level, specific skill

Making learning accessible eg. Access for All and Adult Pre-entry curriculum framework and how these relate to the Literacy core curriculum:

- strategies for working with learners with learning difficulties and disabilities eg Access for All, making the core curriculum accessible
- pre-entry – eg overlap of Milestone 8 with Entry 1, legislation eg. Special Educational Needs and Disability Act 2001
- signs and symptoms associated with learning difficulties and disabilities and strategies to support learners
- resources locally to support literacy learners

Speaking and Listening:

- **Language in speaking:**
 - breadth and depth of vocabulary of learners eg influences of cultural, regional and socio-economic factors
 - awareness of cultural and language differences and the influences of second language development on first language skills
 - appropriateness in formal and informal situations, purpose and audience
 - barriers to listening
 - non verbal communication/body language
 - dialects, accents and standard English
 - ESOL learners own conventions in language
 - current influences on language eg. colloquialisms, American and other countries, language evolution
- **Discussion**
 - support, practice and guidance
 - considerations of tone, volume, pace
 - suitability of language in formal and informal situations
 - active listening – respecting the turn taking rights of others
 - non verbal input eg affirmation, understanding, encouragement
 - moving the discussion forward
 - providing support eg clear and stepped instructions, giving praise
 - active questioning eg open and closed questions
 - support for learners, including ESOL learners, with physical difficulties/sensory impairment.

Reading and writing, text focus

- **Different sorts of text**
 - eg recount, explanation, persuasion
 - structures and language features of text types
 - readability, level, print and layout
 - appropriateness to learner
 - simplifying texts
- **The writing process**
 - stages in text construction eg selection, sequencing, linkage, elaboration, shaping, phrases
 - paragraph types and structures
 - scaffolding and writing frames
 - audience and purpose
 - planning and drafting eg. notes, wordstorm
 - proof reading eg. visual checking, checking for content
- **Reading strategies**
 - reading process eg text, sentence and word level
 - SQ3R
 - skimming, scanning and reading for detail
 - DARTs
- **The development of and influences on English** eg electronic communication, advertising
- **Strategies to support learners with physical difficulties/sensory impairment** eg alternative planning strategies for dyslexic learners

Reading and writing, sentence and word focus

- **Spelling strategies**

- role of vocabulary in developing reading and writing skills
- social sight vocabulary and Dolch list
- strategies for learning spelling eg. spelling rules, Look, Say, Cover, Write, Check, mnemonics, mispronunciation, Personal Word Dictionary, flash cards
- links between increasing vocabulary and the development of reading and writing skills

- **Punctuation and grammar**

- role of punctuation and grammar in reading and writing
- punctuation appropriate to level eg capital letters, apostrophes, commas, exclamation marks
- grammatical terminology eg consonant, prefix, suffix, root word
- word classes and word order eg verbs, nouns, adjective, conjunction
- developing skills eg kernel sentences, compounding sentences

Learning styles and disability

- eg. visual, auditory, kinaesthetic and tactile
- implications for learning styles eg modelling, demonstration, questioning
- aids to learning eg mind maps, linear notes
- alternative strategies for supporting learners with learning difficulties/sensory disabilities

- **Personal action plan**

- candidate's own levels and needs
- action planning to address needs as appropriate

Indicative Reading list

Basic Skills Agency: *Adult Literacy core curriculum including Spoken Communication*

DfES: *Access for All – guidance on making the adult literacy and numeracy core curricula accessible*

DfES: *Adult pre-entry curriculum framework for Literacy and Numeracy*

QCA: *National Standards for adult literacy and numeracy*

Useful website addresses

NRDC

Move on

Read Write Plus

www.nrdc.org.uk

www.move-on.org.uk

www.dfes.gov.uk/readwriteplus

Unit 007 Option unit

Unit 007 Option Unit

Unit number	Unit title	Suggested guided learning hours	Practice hours
007	Develop an understanding of Numeracy	14-18 hours	

Rationale

The aim of this unit is to enable the candidates to:

- develop a good awareness of the main methods used to develop mathematical understanding
- develop an understanding of the common misconceptions and habitual errors associated with number related difficulties
- increase familiarity with the relevant standards, curricula and/or framework eg the Adult Numeracy core curriculum, and explore its purpose and structure
- ensure an awareness of the more common learning difficulties and disabilities that may restrict numeracy acquisition and development.

Learning outcomes

There are **eight** outcomes to this unit. On successful completion, the candidate will be able to:

- define the importance of number skills in society and work
- identify the different barriers that inhibit development of number skills, including an appreciation of the main specific disorders and disabilities relating to number skills learning and development
- understand and identify the common misconceptions and habitual errors associated with number related difficulties
- recognise some of the social and personal factors that influence number learning
- demonstrate the range of methods used to develop mathematical understanding
- use confidently mathematical language and technical vocabulary and appropriate mathematical symbols and units of notation
- describe the way the relevant standards, curricula and/or frameworks are used eg describe the way the Adult Numeracy core curriculum is organised and used, and how the *pre-entry curriculum framework* and *Access for All documents* relate to the Adult Numeracy core curriculum
- identify his/her own level of mathematics and preferred learning style and the implications this has for her/his own learning.

Guided learning hours

It is recommended that 14 - 18 hours should be allocated for this unit.

Teaching and learning strategy

Trainer input, discussion, group and individual activities (eg games, quizzes), self study/reading.

Assessment and grading

This Unit is assessed by an internally set, internally marked assessment. Grading is determined by the following:

- candidates can make convincing arguments for the importance of number skills in work and everyday activities
- candidates know the more common learning difficulties and disabilities involved with number learning. At this level candidates are clear about the general facts associated with the disabilities and difficulties studied. Candidates are also aware of the common misconceptions and habitual errors associated with number related difficulties. Candidates

have some idea of how disorders and difficulties can be recognised in others' learning and understanding of number

- candidates are familiar with the different social and personal factors that can have an influence on number learning and can discuss these confidently
- candidates are able to interpret and discuss the relevant standards, curricula and/or frameworks eg they are able to interpret the core curriculum document correctly and to discuss its role and contents with others in a convincing manner. In terms of their own mathematical awareness, they can use appropriate technical language correctly and are able to recognise appropriate mathematical symbols and use appropriate mathematical notation
- candidates have a good awareness of the main methods used to develop mathematical understanding and can reflect and appraise their own mathematical attainment and understanding honestly
- candidates are able to reflect on their own level of skills and the implication of this on future learning.

A sample assessment strategy is provided in the Assessment Pack. Although these Tasks are not mandatory, any assessment instrument used must be in line with the assessment provided.

Content

The language of numeracy in communication

- **Fear of maths**
 - barriers to learning eg fear of failure, fear of exposing ignorance, previous experience of learning
 - recognising difficulties in understanding number
- **Assessing needs**
 - existing knowledge and learner's needs
 - motivation eg family, work
 - assessment methods eg discussion, practical tasks, tests, checklists, thinking and strategies for performing calculations eg how was the learner taught?
 - learning difficulties or disabilities eg. dyscalculia
- **Using appropriate language**
 - the importance of maths in everyday life eg checking change, calculating wages
 - use of everyday language to locate and describe objects, people, buildings, etc eg large, smaller, full, empty,
 - technical vocabulary eg. quadrilaterals, vertices, decimal fraction, place value
 - different words – same operation eg multiply, product, lots of, by, of, times
 - mathematical symbols and units of notation eg +, -, %
 - strategies to promote learning eg clear explanation and instruction, asking questions to check understanding
 - barriers to learning for ESOL learners eg. culture of problem solving
- **The relevant standards, curricula and/or frameworks eg the Adult Numeracy core curriculum**
 - recap on the background to the development eg The Moser Report, the relevant national strategies, research findings, national standards, improving quality
 - impact of poor numeracy skills eg disadvantages in employment, lack of qualifications
 - key terminology and definitions eg whole numbers, common measures, data and statistical measures
 - structure and layout eg number, measures, shape and space, handling data
 - progression through the levels
 - referencing eg curriculum section, curriculum sub-section, level, curriculum element

- **Making learning accessible eg Access for All and Pre-entry curriculum framework and how these relate to the Numeracy core curriculum**
 - strategies for working with learners with learning difficulties and disabilities eg Access for All, making the core curriculum accessible
 - pre-entry eg. overlap of Milestone 8 with Entry 1, legislation eg Special Educational Needs and Disability Act 2001
 - signs and symptoms associated with learning difficulties and disabilities and strategies to support learners with a visual or hearing impairment, ESOL or kinaesthetic learners eg non verbal strategies
- **Identifying candidate's own level of maths**
 - implications for own learning
 - strategies for mental calculation and estimation

Number and calculations

- **Place value**
 - relationship to everyday experience eg money
 - relationship to decimals
 - variety of strategies for promoting learning eg games, everyday examples, cards
 - reasons for place value errors
- **Whole and fractional numbers**
 - appropriate, reliable and efficient methods of calculation
 - mental calculation skills and strategies eg counting on, bridging, rounding and adjusting
 - vocabulary used eg. numerator, whole numbers, decimal point
 - approximation and estimation eg. as a guide to check answers, as a starting point, appropriateness to situation
 - strategies to promote learning eg. games, practical activities
- **Using the calculator**
 - use as a teaching and learning aid
 - skills need to be taught eg. use of 'clear all' and 'clear entry' keys, keying in fractions, interpreting recurring decimals, using the memory
 - advantages, disadvantages and implications of using a calculator eg limits to the size of numbers displayed
 - skills of estimation to check the order of the answer
- **Working strategies**
 - variety of strategies for calculations eg. for subtraction – bridging, number hopping, number lines, decomposition, borrow/pay back, partitioning
 - identifying errors eg. conceptual, wrong operation, under/over generalisation, random response, vocabulary, defective methods/procedures
 - strategies to support learners with physical difficulties or sensory impairment
 - knowledge of local resources available to support numeracy learners

Handling data, understanding measures, shape and space

- **Units of measure, symmetry and scale**
 - understanding of common measures eg money, distance, time
 - vocabulary eg vertices, angles, edges, bisect
 - positional vocabulary eg. above, below, on the right, behind
 - recognition of shapes and their associated names eg visualisation activities, shape blocks
 - properties of shapes eg estimate and check angles of shapes, numbers of edges/vertices
 - concepts and processes for calculating areas, volumes and perimeters

- use of scales and measure to solve practical problems eg length of curtaining, temperature of oven for cooking time
- problem solving eg single step, multi-step, number puzzles
- **Charts, graphs and data**
 - aspects of handling data eg specifying the problem, planning and collecting data, processing and representing data, interpreting and discussing data
 - calculations of modes, medians, and mean in context
 - levels and types of data eg discrete at Entry level, continuous data at Level 1 and above
 - use of graphical representation of data to stimulate learning
 - misrepresentation, distortion and built-in bias eg change of scale in line graphs, choice of interval
 - using IT to produce charts, etc eg spreadsheet software
- **Introduction to probability**
 - Levels 1 and 2 only
 - using probability to solve everyday problems eg likelihood of an event occurring
 - recording outcomes eg tree diagrams, tables
 - practical activities to develop skills eg throwing a dice, football league forecasts

Strategies to support numeracy learners with physical difficulties or sensory impairment

- **Personal action plan**
 - candidate's own levels and needs
 - action planning to address needs as appropriate

Indicative Reading list

Basic Skills Agency: *Adult Numeracy core curriculum*

DfES: *Access for All – guidance on making the adult literacy and numeracy core curricula accessible*

DfES: *Adult pre-entry curriculum framework for Literacy and Numeracy*

QCA: *National Standards for adult literacy and numeracy*

Useful website addresses

NRDC

www.nrdc.org.uk

Maths for Life

www.maths4life.org

Move on

www.move-on.org.uk

Read Write Plus

www.dfes.gov.uk/readwriteplus

Unit 008 Option unit

Unit 008 Option Unit

Unit number	Unit title	Suggested guided learning hours	Practice hours
008	Develop an understanding of ESOL	14-18 hours	

Rationale

The aim of this unit is to enable the candidates to:

- develop an understanding of the principles of sentence grammar and whole text cohesion
- discuss the relevant standards, curricula and/or framework eg increase their familiarity with the Adult ESOL core curriculum, and explore its purpose and structure
- have an awareness of the more common learning difficulties and disabilities that may influence language learning and development
- develop an understanding of the key influences on language change.

Learning outcomes

There are **six** outcomes to this unit. On successful completion, the candidate will be able to:

- demonstrate an understanding of the principles of sentence grammar and whole-text cohesion, including:
 - word classes or parts of speech and their grammatical functions in a sentence
 - the structure of phrases and clauses
 - paragraph types and paragraph structure
 - the structure of whole texts, textual organisation and the role of layouts and typographical features in texts
 - the specialist terminology associated with grammar
- describe the way the relevant standards, curricula and/or framework are used eg describe the way the ESOL core curriculum is organised and used, and how the *Adult pre-entry curriculum framework* and *Access for All documents* relate to the Adult ESOL core curriculum
- show familiarity with some of the main learning disabilities and learning difficulties that can restrict language and literacy development
- recognise the different social and cultural contexts affecting language learning including an understanding of:
 - the role of context in communication
 - how cultural factors affect speech interactions and writing
- demonstrate an understanding of some of the main factors affecting English language learning for speakers of other community languages and the strategies used to support these learners, including local strategies
- identify his/her own level of literacy and preferred learning style and the implications this has for his/her own learning.

Guided learning hours

It is recommended that 14 - 18 hours should be allocated for this unit.

Teaching and learning strategy

Trainer input, discussion, group and individual activities (eg. games, quizzes), self study.

Assessment and grading

This Unit is assessed by an internally set, internally marked assessment. Grading is determined by the following:

- candidates demonstrate clear understanding of the principles of grammar and are comfortable using the appropriate specialist terminology. Candidates are able to apply their understanding of grammar effectively in their own language use and can recognise inappropriate or incorrect use. This means demonstrating solid understanding and correct and consistent use of the principles of sentence grammar and whole-text cohesion
- candidates are able to interpret and discuss the relevant standards, curricula and/or frameworks eg candidates are very familiar with the Adult ESOL core curriculum are able to interpret the document correctly and discuss its role and contents with others in a convincing manner
- candidates know the more common learning difficulties and disabilities involved with English language learning. They are familiar with some of the signs or symptoms associated with these learning difficulties and disorders. Candidates are clear about the general facts associated with the disabilities and difficulties studied and have knowledge about the key misconceptions
- candidates know about the main factors affecting English language learning for speakers of other languages and are able to demonstrate insight, empathy and the ability to help others overcome potential difficulties
- candidates are able to reflect on their own level of skills and the implication of this on future learning.

A sample assessment strategy is provided in the Assessment Pack. Although these Tasks are not mandatory, any assessment instrument used must be in line with the assessment provided.

Content

- **The relevant standards, curricula and/or frameworks eg. The ESOL curriculum**
 - recap on background to development eg Moser Report, relevant national strategies, national standards, improving quality, inspection framework
 - key terminology as used in current documentation eg text focus, ILP
 - structure, layout and referencing system of curriculum documents
 - progression through the levels
- **Making learning accessible eg. Access for All and Adult Pre-entry curriculum framework and how these relate to the ESOL core curriculum**
 - strategies for working with ESOL learners with learning difficulties and disabilities eg Access for All, making the core curriculum accessible to all
 - pre-entry eg overlap of Milestone 8 with Entry 1
 - signs and symptoms associated with learning difficulties and disabilities
 - resources available locally to support ESOL learners
 - learning styles – own and others
- **Factors influencing language learning**
 - previous education
 - knowledge of other languages – spoken and written
 - level of literacy in other languages
 - level of contact with speakers of English
 - learning strategies and styles
 - motivation
 - age
 - personal/ life situations of learners eg citizenship status, whether employed
 - local community languages – sources of information about them, uses/purposes
 - local resources to support ESOL learners eg Assessment and Guidance, interpreting

- o reflection on own language learning experience

Language awareness and use – text level

- o structure of whole texts – written and spoken: text types, text analysis, cohesion
- o suprasegmental features of English (intonation, stress, rhythm, pitch) and role in communication
- o role of non-verbal communication
- o comparing English with other languages
- o varieties of English – spoken and written eg social, regional
- o influence of context on communication – spoken and written
- o language change and some current examples
- o impact of electronic communication on language
- o speaking skills – effective use of a range of language functions (eg instructions, encouragement, explanation), discussion, presentation
- o listening skills – active listening, checkback skills, reformulation
- o writing skills – awareness of audience and purpose, plan, write, proofread, etc a piece of writing
- o reading skills – range of strategies eg skimming, read for detail

Language awareness and use – sentence and word level

- o grammar – terminology, word classes, word order, comparing English and other languages, sources of information
- o punctuation – understanding and use of range of punctuation devices
- o sounds – phonemes (sounds) of English, relationship of sounds to spelling, sources of information, comparing languages
- o vocabulary – meaning, collocation, use dictionaries and other sources of information, strategies for developing vocabulary repertoire
- o spelling – common spelling patterns, strategies for improving spelling, word roots, prefixes and suffixes

Indicative Reading list

Crystal, D: *The English Language*, Penguin Books.

DfES: *Adult ESOL core curriculum*

DfES: *Access for All – guidance on making the adult literacy and numeracy core curricula accessible*

DfES: *Adult pre-entry curriculum framework for Literacy and Numeracy*

DfES: *Inclusive learning*

DfES: *Freedom for all*

QCA: *National Standards for adult literacy*

Useful website addresses

NRDC

www.nrdc.org.uk

Move on

www.move-on.org.uk

Read Write Plus

www.dfes.gov.uk/readwriteplus

Appendix 1 Recording documentation

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Unit 002 Skills check and signposting

Evidence record sheet

Grade descriptors

Candidates are familiar with the different ways of identifying adult literacy, language, numeracy and ICT needs, both formal and informal.

Candidates are able to use initial screening/skills check tools effectively in a sensitive and supportive manner, and are able to give appropriate feedback communicating clearly and using active listening skills.

Candidates are familiar with the range of available provision for adult literacy, language, numeracy and ICT development in the community, and know details of key providers and the different types of support available.

Candidates know about the key issues relating to confidentiality, health and safety and equal opportunity as they apply in the candidate's area or context (application of knowledge rather than a theoretical appreciation of legislation).

Candidates are able to demonstrate effective communication skills.

Assessment criteria	How criteria have been met	Portfolio reference	Date of completion
Candidates are required to:			
describe the different methods of identifying literacy, language, numeracy and ICT needs			
discuss the use of assessment techniques and tools, including initial screening/skills check, and the importance of providing sensitive and effective feedback			
identify ways to refer potential learners to relevant provision			

identify relevant aspects of confidentiality, health and safety and the importance of equality of access and opportunity in education			
demonstrate effective communication skills (Including speaking and listening skills) with particular regard to cultural and social factors			

Signatures, with dates, to confirm completion

Candidate's signature

Date

Assessor's name

Assessor's signature

Date

Internal verifier's name

Internal verifier's signature

Date

Unit 003 Inclusive approaches to providing information

Evidence record sheet

Grade descriptors

Candidates are familiar with the ways in which information can be effectively provided and the key indicators, which can determine accessibility.

Candidates are able to demonstrate an appropriate level of language use, both written and oral.

Candidates are aware of informal methods of recognising and referring learners within their area or context.

Candidates know about the key issues relating to confidentiality, health and safety and equal opportunity as they apply in the candidate's area or context (application of knowledge rather than a theoretical appreciation of legislation).

Candidates are able to demonstrate effective communication skills.

Assessment criteria	How criteria have been met	Portfolio reference	Date of completion
Candidates are required to: identify ways in which information can be provided effectively			
understand how to ensure that information is accessible for learners			
identify informal ways to signpost and refer learners to learning			
identify relevant aspects of confidentiality, health and safety and the importance of equality of access and opportunity in education			

demonstrate effective communication skills (Including speaking and listening skills) with particular regard to cultural and social factors			
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Signatures, with dates, to confirm completion

Candidate's signature Date

Assessor's name Assessor's signature Date

Internal verifier's name Internal verifier's signature Date

Unit 004 Supporting and promoting a responsive service

Evidence record sheet

Grade descriptors

Candidates are aware of the role of their organisation in the wider community with reference to supporting quality literacy, language, numeracy and ICT provision.

Candidates can outline the importance of a whole organisation approach to embedding literacy, language, numeracy and ICT skills development opportunities.

Candidates can list relevant training opportunities available to their organisation.

Candidates can demonstrate a clear understanding of indicators of good practice and resources and ways to promote and share both internally and externally.

Candidates are able to demonstrate effective communication skills.

Assessment criteria	How criteria have been met	Portfolio reference	Date of completion
Candidates are required to:			
identify the role of their organisation within other community, workplace or educational provision			
describe a whole organisation approach to literacy, language, numeracy and ICT provision			
identify opportunities for and programmes of staff training			
describe strategies for identifying and sharing good practice and resources			

demonstrate effective communication skills (Including speaking and listening skills) with particular regard to cultural and social factors			

Signatures, with dates, to confirm completion

Candidate's signature

Date

Assessor's name

Assessor's signature

Date

Internal verifier's name

Internal verifier's signature

Date

Unit 005 Supporting learners

Evidence record sheet

Grade descriptors

Candidates are able to discuss the cyclical nature of support convincingly, explaining the different models of support and elaborating on the different features.

Candidates are able to promote learning opportunities showing they can use appropriate strategies to integrate new learners into the learning environment effectively.

Candidates are able to perform a range of routine tasks crucial to the adult learner support role, carrying them out confidently and competently.

Candidates are able to demonstrate an awareness of the strategies used to support learners with physical difficulties or sensory impairments.

Candidates are able to communicate effectively when working with learners.

Candidates are able to use resources effectively and show good judgement over the suitability of learning resources.

Candidates are able to keep appropriate records.

Candidates are able to play an active part in maintaining a safe and secure learning environment.

Assessment criteria	How criteria have been met	Portfolio reference	Date of completion
Candidates are required to: demonstrate a clear understanding of the cyclical nature of support and the different models of support			
describe ways of promoting learning opportunities and the strategies used to support the integration of new learners into the learning environment			

<p>implement a range of skills and tasks related to the support role, including:</p> <p>following and acting on explanations and instructions from specialist teachers</p> <p>making requests and obtaining detailed information relating to supporting the learning environment</p> <p>taking feedback and responding constructively</p>			
<p>demonstrate knowledge of strategies to support learners with difficulties and disabilities</p>			
<p>interact with learners appropriately demonstrating:</p> <p>non-verbal communication strategies including body language, tone, personal space, etc</p> <p>clear verbal communication clear delivery and the ability to use communication techniques like pace and repetition to ensure meaning</p> <p>the ability to identify the purpose of utterances using active listening and questioning techniques</p> <p>understanding of the support process and how to use strategies to elicit contributions from others.</p>			
<p>use resources effectively including:</p> <p>the ability to recognise good quality learning resources</p> <p>awareness of appropriate ICT materials and care of ICT resources</p> <p>keeping accurate records and make use of recorded information</p>			

effective organisation of personal resources, eg use of volunteer toolkit			
contribute to the maintenance of a safe and secure learning environment			

Signatures, with dates, to confirm completion

Candidate's signature

Date

Assessor's name

Assessor's signature

Date

Internal verifier's name

Internal verifier's signature

Date

Unit 006 Develop an understanding of Literacy

Evidence record sheet

Grade descriptors

Candidates are able to demonstrate clear understanding of the principles of grammar and are comfortable using the appropriate specialist terminology. Candidates are able to apply their understanding of grammar effectively in their own language use and recognise inappropriate or incorrect use. This means demonstrating solid understanding and correct and consistent use of the principles of sentence grammar and whole-text cohesion.

Candidates are able to interpret and discuss the relevant standards, curricula and/or framework eg candidates are able to describe the Adult Literacy core curriculum, its purpose and structure and are able to interpret the document correctly and discuss its role and contents with others in a convincing manner.

Candidates know the more common learning difficulties and disabilities involved with English language learning.

Candidates are familiar with some of the signs or symptoms associated with these learning difficulties and disorders. Candidates are clear about the general facts associated with the disabilities and difficulties studied and have knowledge about the key misconceptions.

Candidates are able to discuss the different influences that can affect communication including the evolving nature of language and key influences on language variation, with some insight and awareness.

Candidates are able to reflect on their own level of skills and the implication of this on future learning.

Assessment criteria	How criteria have been met	Portfolio reference	Date of completion
<p>Candidates are required to:</p> <p>demonstrate an understanding of the principles of sentence, grammar and whole-text cohesion including:</p> <p>word classes or parts of speech and their grammatical functions</p> <p>the structure of phrases and clauses</p> <p>paragraph types and paragraph structure</p> <p>the structure of whole texts</p> <p>the grammatical terminology used</p>			
<p>describe the way the relevant standards, curricula and/or</p>			

<p>framework are used eg. describe the way the Adult Literacy core curriculum is organised and used, and how the <i>Adult pre-entry curriculum framework</i> and <i>Access for All</i> documents relate to the Adult Literacy core curriculum</p>			
<p>show familiarity with some of the main learning disabilities and learning difficulties that can affect language learning and skill development</p>			
<p>recognise the different social and cultural contexts affecting language learning. This means understanding:</p> <p>the role of context in communication</p> <p>how social and cultural conventions influence speech interactions</p> <p>how factors such as socio-economic status and ethnicity affect speech and writing</p>			
<p>demonstrate an understanding of how language varies including:</p> <p>the importance of Standard English as the language of public communication nationally</p> <p>current influences on spoken and written language, including the influence of electronic communication on written language</p> <p>the variations in written Standard English and how they differ from spoken language</p>			
<p>identify his/her own level of literacy and preferred learning style and the implications this has for her/his own learning</p>			

Signatures, with dates, to confirm completion

Candidate's signature

Date

Assessor's name

Assessor's signature

Date

Internal verifier's name

Internal verifier's signature

Date

Unit 007 Develop an understanding of Numeracy

Evidence record sheet

Grade descriptors

Candidates can make convincing arguments for the importance of number skills in work and everyday activities.

Candidates know the more common learning difficulties and disabilities involved with number learning. Candidates are clear about the general facts associated with the disabilities and difficulties studied. Candidates are also aware of the common misconceptions and habitual errors associated with number related difficulties. Candidates have some idea of how disorders and difficulties can be recognised in others' learning and understanding of number.

Candidates are familiar with the different social and personal factors that can have an influence on number learning and are able to discuss these confidently.

Candidates are able to interpret and discuss the relevant standards, curricula and/or framework eg they are able to interpret the core curriculum document correctly and to discuss its role and contents with others in a convincing manner. In terms of their own mathematical awareness, they can use appropriate technical language correctly and are able to recognise appropriate mathematical symbols and use appropriate mathematical notation.

Candidates have a good awareness of the main methods used to develop mathematical understanding and can reflect and appraise their own mathematical attainment and understanding honestly.

Candidates are able to reflect on their own level of skills and the implication of this on future learning.

Assessment criteria	How criteria have been met	Portfolio reference	Date of completion
Candidates are required to: define the importance of number skills in society and work			
identify the different barriers that inhibit development of number skills. This includes an appreciation of the main specific disorders and disabilities relating to number skills learning and development			
understand and identify the common misconceptions and habitual errors associated with number related			

difficulties.			
recognise some of the social and personal factors that influence number learning			
demonstrate the range of methods used to develop mathematical understanding			
use confidently mathematical language and technical vocabulary and appropriate mathematical symbols and units of notation			
describe the way the relevant standards, curricula and /or framework are used eg describe the way the Adult Numeracy core curriculum is organised and used, and how the <i>Adult pre-entry curriculum framework</i> and <i>Access for All</i> documents relate to the Adult Numeracy core curriculum			
identify his/her own level of mathematics and preferred learning style and the implications this has for her/his own learning			

Signatures, with dates, to confirm completion

Candidate's signature Date

Assessor's name Assessor's signature Date

Internal verifier's name Internal verifier's signature Date

Unit 008 Develop an understanding of ESOL

Evidence record sheet

Grade descriptors

Candidates demonstrate clear understanding of the principles of grammar and are comfortable using the appropriate specialist terminology. Candidates are able to apply their understanding of grammar effectively in their own language use and are able to recognise inappropriate or incorrect use. This means demonstrating solid understanding and correct and consistent use of the principles of sentence grammar and whole-text cohesion.

Candidates are able to interpret and discuss the relevant standards, curricula and/or frameworks eg. candidates are very familiar with the Adult ESOL core curriculum are able to interpret the document correctly and discuss its role and contents with others in a convincing manner.

Candidates know the more common learning difficulties and disabilities involved with English language learning. They are familiar with some of the signs or symptoms associated with these learning difficulties and disorders. Candidates are clear about the general facts associated with the disabilities and difficulties studied and will have knowledge about the key misconceptions.

Candidates know about the main factors affecting English language learning for speakers of other languages and are able to demonstrate insight, empathy and the ability to help others overcome potential difficulties.

Candidates are able to reflect on their own level of skills and the implication of this on future learning.

Assessment criteria Candidates are required to:	How criteria have been met	Portfolio reference	Date of completion
demonstrate an understanding of the principles of sentence grammar and whole-text cohesion including: word classes or parts of speech and their functions in a sentence the structure of phrases and clauses paragraph types and paragraph structure the structure of whole texts, textual organisation and the role of layouts and typographical features in texts the specialist terminology associated			

with grammar			
describe the way the relevant standards, curricula and/or framework are used eg. describe the way the Adult ESOL core curriculum is organised and used, and how <i>the Adult pre-entry curriculum framework</i> and <i>Access for All</i> documents relate to the Adult ESOL core curriculum.			
show familiarity with some of the main learning disabilities and learning difficulties that can affect language learning and skill development.			
recognise the different social and cultural contexts affecting language learning including an understanding of: the role of context in communication how cultural factors affect speech interactions and writing			
demonstrate an understanding of some of the main factors affecting English language learning for speakers of other community languages and the strategies used to support these learners, including local strategies			
identify his/her own level of literacy and preferred learning style and the implications this has for his/her own learning			

Signatures, with dates, to confirm completion

Candidate's signature

Date

Assessor's name

Assessor's signature

Date

Internal verifier's name

Internal verifier's signature

Date

Appendix 2 Key Skills signposting

The qualification provides some opportunities to gather evidence for the accreditation of Key Skills as shown in the table below. However, to gain Key Skills certification the Key Skills would need to be taken as an additional qualification.

Unit	Key skill	Level and Component
Unit 001	Communication	
	ICT (if a computer is used)	
	Working with others	
	Improving own learning and performance	
	Problem solving	
Unit 002 Skills check and signposting	Communication	C2.1a, C2.2, C2.3
	ICT (if a computer is used)	ICT2.1, ICT2.2, ICT2.3 (part)
	Working with others	
	Improving own learning and performance	LP2.1, LP2.2, LP2.3
	Problem solving	
Unit 003	Communication	C2.1a, C2.2, C2.3
	ICT (if a computer is used)	ICT2.1, ICT2.2, ICT2.3 (part)
	Working with others	
	Improving own learning and performance	LP2.1, LP2.2, LP2.3
	Problem solving	
Unit 004 Supporting and promoting a responsive service	Communication	C2.1a, C2.2, C2.3
	ICT (if a computer is used)	ICT2.1, ICT2.2, ICT2.3 (part)
	Working with others	WO2.1, WO2.2, WO2.3 (part)
	Improving own learning and performance	LP2.1, LP2.2, LP2.3
	Problem solving	
Unit 005 Supporting learners	Communication	C2.1a, C2.2, C2.3
	ICT (if a computer is used)	ICT2.1, ICT2.2, ICT2.3 (part)
	Working with others	WO2.1, WO2.2, WO2.3 (part)
	Improving own learning and performance	LP2.1, LP2.2, LP2.3
	Problem solving	PS2.1, PS2.2, PS2.3

Unit	Key skill	Level and Component
Unit 006 Develop an understanding of Literacy	Communication	C2.1a, C2.2, C2.3
	ICT (if a computer is used)	ICT2.1, ICT2.2, ICT2.3 (part)
	Working with others	WO2.1, WO2.2. WWO2.3 (part)
	Improving own learning and performance	LP2.1, LP2.2, LP2.3
	Problem solving	
Unit 007 Develop an understanding of Numeracy	Communication	C2.1a, C2.2, C2.3
	Application of number	N2.1, N2.2, N2.3 (part)
	ICT (if a computer is used)	ICT2.1, ICT2.2, ICT2.3 (part)
	Working with others	WO2.1, WO2.2. WWO2.3 (part)
	Improving own learning and performance	LP2.1, LP2.2, LP2.3
Unit 008 Develop an understanding of ESOL	Communication	C2.1a, C2.2, C2.3
	ICT (if a computer is used)	ICT2.1, ICT2.2, ICT2.3 (part)
	Working with others	WO2.1, WO2.2. WWO2.3 (part)
	Improving own learning and performance	LP2.1, LP2.2, LP2.3
	Problem solving	

These 'signposts' identify opportunities that can be incorporated naturally into the learning programme. Assessors should however note that any evidence presented for a key skills portfolio must be separately assessed using the relevant Key Skills specifications and guidance.

Candidates seeking to achieve any of the key skills qualifications and/or wider key skills would need to be separately registered for these awards. Although the Certificate in Learning Support (Literacy, Numeracy or ESOL), is a Level 2 qualification, candidates will not necessarily be competent in, or able to produce evidence for, the Level 2 key skills.

Appendix 3 Funding

This qualification is accredited and included on the National Qualifications Framework, and is therefore eligible for 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 for this qualification.

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 Aim 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 Education and Learning Wales (ELWa) at www.elwa.ac.uk or contact one of the four regional branches of ELWa.</p>	<p>For higher level qualifications, centres should contact the Higher Education Funding Council for Wales at www.hefcw.ac.uk.</p>
Northern Ireland	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>	

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