



## Qualification Guidance

For awarding organisations and awarding bodies

Level 2 Award in Preparing to Support Learning

Level 3 Award in Preparing to Support Learning

Level 3 Certificate in Supporting Learning

Level 3 Certificate in Supporting Literacy,  
Language and Numeracy Learning

Level 3 Certificate in Supporting Disabled Learners

Level 3 Certificate in Communication Support for  
D/deaf learners

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## Glossary

This table gives a definition for each acronym found in this document

<b>Acronym / Term</b>	<b>Definition</b>
AB	Awarding Body
AO	Awarding organisation
Credit	One credit equates to ten notional hours of learning (QCF)
FE	Further education
GLH	Guided Learning Hours (as defined by the Skills Funding Agency)
Learner Involvement	Learner involvement facilitates the engagement of the learner and prospective learner wherever learning takes place, it aims to facilitate the 'learner voice', advocate on behalf of the learner (where appropriate) and signpost sources of where the learner support to enhance and enrich the learning experience.
Learning support	Learning support contributes to the provision of inclusive learning opportunities. It enables identified learning needs to be met and learners' independence, achievement and progression to be promoted. It may be provided by a range of staff including learning support practitioners, teachers and personal tutors.
Learning support practitioner	This is a generic term covering all those in a learning support role. There are many job titles for these staff including assistants and workers.
Learning support roles	There are two learning support roles defined – a generalist and specialist role
LSIS	Learning and Skills Improvement Service
QCF	Qualifications and Credit Framework
ROC	Rules of Combination

# Section One - Introduction

## 1.1 Purpose of this document

This document has been written by the UK Qualifications and Skills Team, part of the Learning and Skills Improvement Service (LSIS). It is a guide for those awarding organisations (AOs) and awarding bodies (ABs) wishing to develop one or more of the following qualifications:

- **Level 2 Award in Preparing to Support Learning**
- **Level 3 Award in Preparing to Support Learning**
- **Level 3 Certificate in Supporting Learning**
- **Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning**
- **Level 3 Certificate in Supporting Disabled Learners**
- **Level 3 Certificate in Communication Support for D/deaf Learners**

This document provides guidance on a suite of initial training qualifications for the learning support workforce. The qualifications will be of value for practitioners working in a wide range of learning and teaching/training contexts. The qualifications in this suite can be delivered in a way that is appropriate for experienced practitioners and for those new to the role. The suite includes a generic qualification developed to meet the needs of generalist practitioners. There are also qualifications for practitioners supporting literacy, language and numeracy learning, disabled learners and those who provide communication support for D/deaf learners. A description of the role of learning support practitioners is available from LSIS and this includes information about generalist and specialist roles. An understanding of the role will be important for both those developing and undertaking these qualifications. The [role description and other information](#) about professional development for learning support practitioners can be found on the LSIS Excellence Gateway.

These initial training qualifications are intended to support the professionalism of the learning support workforce, and enable a wider recognition of the valuable role it plays in learning and teaching. Learning support plays an important part in engaging and supporting new learners. The contribution they make to learner achievement is increasingly recognised by sector employers. Suggestions for [Professional development solutions for support staff](#) were provided in an LLUK publication in March 2011. This document showcases innovative ways

to invest in support staff, explains the benefits to an organisation and learners and the impact they can have on the 'bottom line' at a time of tight financial constraints. [Video case studies](#) are also available.

It is important that nationally recognised, accredited professional development opportunities are available for learning support practitioners and their employers. However, employers and practitioners must understand that **there is no national requirement to undertake these qualifications at this time**. The qualifications are available for employers and individuals who identify accredited opportunities as best meeting their needs. The qualifications can support career progression within learning support but they can also support progression into a wide range of related roles and occupations. . .

This document provides the technical information needed by awarding organisations (AOs) and awarding bodies (ABs) to develop these awards and certificates for learning support practitioners. It does not include more general information about the qualifications made available to employers, practitioners and those with an interest in their professional development.

## 1.2 The design features of the qualifications

The design features of all the qualifications for learning support practitioners are consistent with the main design features of the Qualifications and Credit Framework (QCF). Knowledge of the QCF is a pre-requisite for awarding organisations to be able to specify the qualification requirements.

### Units of assessment

The rules of combination for these qualifications are based on mandatory and optional units. The units that make up these qualifications are now available for awarding organisations in the Regulatory Information Technology System (RITS) of Ofqual.

All the Certificate qualifications contain three common mandatory units. These three mandatory units include the essential knowledge, understanding and professional practice required of all practitioners. They are contextualised for each of the specialisms – the appropriate extension is added to the unit titles. Optional credit is available in some of the qualifications. Where optional credit is available it provides the opportunity to address specific needs such as context or specialism. Optional credit is also significant in providing opportunities that support progression to other learning or career opportunities

## Standards

All the qualifications are underpinned by the National Occupational Standards for Learning Support Staff. Applications of these standards have been produced to provide more detailed description of knowledge and skills. An [Application of the standards for using technology](#) has been developed for the use of all learning support practitioners. For those in a specialist learning support role there are applications of the standards for supporting literacy, language and numeracy, disabled learners and providing communication support. These application documents inform the content of the specialist qualifications. A link to each document is provided in the relevant section of this document.

## Progression

- Units from the Level 2 Award in Literacy, Language, Numeracy and ICT Awareness are included as optional units in all the Level 3 Certificate qualifications. Holders can therefore use these to contribute to the achievement of the Certificate qualifications
- Some optional units in the Level 3 Certificate in Learning Support are also optional units in the Certificate and Diploma teaching qualifications for teaching in the FE sector in England. They can therefore contribute to the achievement of those qualifications

## Recognised learning support practice

Learning support practice may include:

- Employed practice
- Voluntary practice
- Placements in a learning support role.

Learning support practice for these qualifications must be within a quality assured environment. Any appropriate location for practice will allow a trainee learning support practitioner to meet the requirements of the standards. There is a requirement to evidence working with individuals and small groups of learners to achieve some of the qualifications qualification.

The following guidelines offer direction for the context of learning support practice. The trainee learning support practitioner should:

- be directed by a person who is leading the learning
- have access to specialist expertise where relevant, which would include other learning support practitioners, teachers and those in a range of learner support roles

- be supported by a mentor.

LSIS recognises that initial training in learning support is an important first stage of engagement with the National Occupational Standards for Learning Support Staff and preparation for a career practising in the sector. The practice component itself is a vital component of high quality initial training. Breadth of practice is a term used to denote several aspects of training:

- the number of learning support practice locations/settings/contexts
- learning support practice across more than one level
- supporting a variety of learners
- supporting individuals and groups
- experience of roles other than learning support including learner involvement
- gaining subject specialist knowledge through workplace mentoring.

LSIS recognises that whilst an effective learning support practice experience should ideally include all of these elements, individual trainees and providers of learning support training have limited control over access to all of them. LSIS supports any endeavour of providers to ensure that trainee learning support practitioners have access to as many of these elements as possible during their training.

### **Observation and assessment of practice**

All those observing and assessing practice should have:

- appropriate qualifications and experience to do so
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes



## Section 2

### Level 2 Award in Preparing to Support Learning

### Level 3 Award in Preparing to Support Learning

The Level 2 and Level 3 Award in Preparing to Support Learning are introductory qualifications. They prepare learners for supporting learning in a wide range of contexts. They do not require trainees to be practising in a learning support role. The purpose and content of the two qualifications is the same. Candidates should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

At least one *Preparing to support learning* unit is included all the Certificate qualifications. Learning support practitioners will normally enrol on one of these Certificate qualifications appropriate to their role. However, these awards can be useful for those wishing to try out the role and for others who have learning support as a small part of their wider work role. These awards can also provide an important stepping stone for those in related volunteer roles.

#### **Purpose**

The purpose of the qualification in the QCF is C2. Prepare for employment in a specific occupational area

#### **Credit value of the qualification**

6

#### **Guided Learning hours for the qualification**

30

Please refer to the rules of combination below for details of guided learning hours for each unit of assessment.

#### **Age range for Skills Funding Agency Purposes**

These qualifications are listed as appropriate for learners of 16-18 and 19+

#### **Entry requirements**

There are no entry requirements for these qualifications. However, all trainee learning support practitioners joining a qualification programme should undertake an initial assessment of their skills in English, mathematics and ICT. Learners should receive appropriate guidance and support so that they are able to access and benefit from

undertaking the programme. This may include signposting trainees to other learning opportunities.

### **Practice**

There is no requirement to undertake practice other than as a micro learning support opportunity for assessment purposes. This will allow candidates to achieve the award without undertaking a learning support role.

However, this is a minimum requirement and awarding organisations may wish to provide the opportunity for centres to include a practice requirement for their programme.

### **Observed and assessed practice**

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

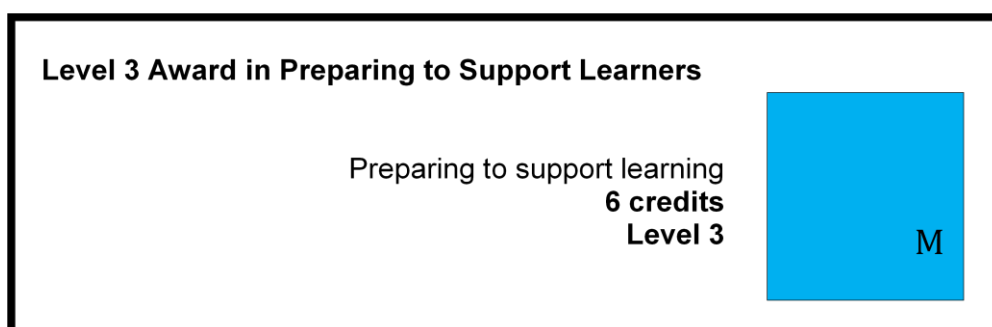
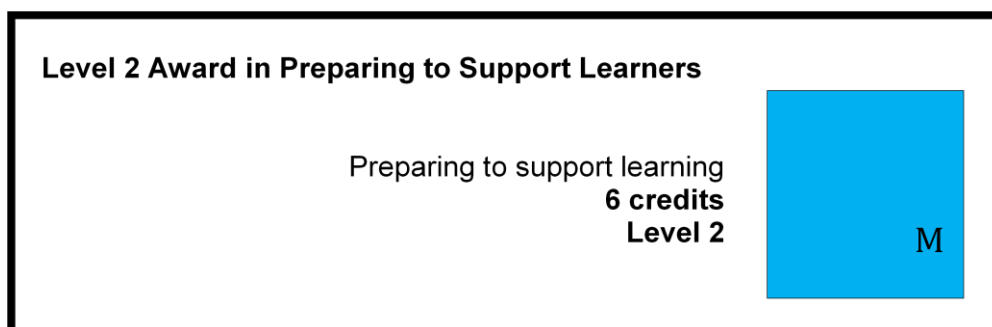
### **Themes for Success**

Knowledge and understanding of literacy, language, numeracy and ICT expected of all learning support practitioners is detailed in the document [\*Themes for Success\*](#) (LLUK 2010). Although there is no requirement to deliver or assess this knowledge and understanding as part of these preparatory awards, AOs and ABs should make centres aware that this document could usefully inform their programmes.

### **Personal skills in English, mathematics and ICT elements**

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

## Diagram of structures



## Rules of combination

### Level 2 Award in Preparing to Support Learning

To be awarded this qualification the learner must achieve a total of 6 credits.

- 6 credits must be at Level 2
- 6 credits must be achieved from Group A

<b>Level 2 Award in Preparing to Support Learning</b>			
<b>Total credit value of qualification:</b> 6 credits			
Credit value at Level 2	Maximum 6 credits		
Credit value of mandatory units	6 credits		
Credit value of optional units	None		
<b>Unit title</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>
<b>Group A</b>			
<i>Six (6) credits must be achieved from this group</i>			
Preparing to support learning	2	6	30

## Level 3 Award in Preparing to Support Learning

To be awarded this qualification the learner must achieve a total of 6 credits.

- 6 credits must be at level 3
- 6 credits must be achieved from Group A

<b>Level 3 Award in Preparing to Support Learning</b>			
<b>Total credit value of qualification:</b> 6 credits			
Credit value at Level 3	Maximum 6 credits		
Credit value of mandatory units	6 credits		
Credit value of optional units	None		
<b>Unit title</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>
<b>Group A</b>			
<i>Six (6) credits must be achieved from this group</i>			
Preparing to support learning	3	6	30

## Section 3

### Level 3 Certificate in Supporting Learning

The Level 3 Certificate in Learning Support confirms competence in providing learning support – supporting learners with different needs in a range of contexts. In addition to this generic qualification there are qualifications for specialist learning support roles. Trainees should be supported in choosing the most appropriate qualification – either for their current role or related to plans for progression.

#### **Purpose**

The purpose of the qualification in the QCF is D1. Confirm competence in an occupational role to the standards required

#### **Credit value of the qualification**

30

#### **Guided Learning hours for the qualification**

150

Please refer to the rules of combination below for details of guided learning hours for each units of assessment.

#### **Age range for Skills Funding Agency Purposes**

These qualifications are listed as appropriate for learners of 16-18 and 19+

#### **Entry requirements**

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

#### **Qualification Delivery**

The introductory unit, *Preparing to support learning*, should be delivered first. There should be an opportunity for those holding an Award in Preparing to Support Learning to start on programmes after that is completed. A holistic approach may be taken with the rest of the remaining mandatory units and optional credit. AOs and ABs may allow units to be

contextualised by centres in order to meet the needs of individuals or cohorts of practitioners.

### **Practice**

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

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

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

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

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

### **Observed and assessed practice**

There must be a minimum of three (3) observations totalling a minimum of three (3) hours. Any single observation must be a minimum of half an hour. These are minimum requirements whatever combination of units is undertaken by a candidate to achieve the qualification. There are particular requirements for certain units and these are detailed below.

For the following units there is no requirement to observe and assess practice in a supporting learning environment. This will allow candidates to start on programmes and achieve units without a practical supporting learning element. Awarding organisations may include a requirement in their qualification if they wish.

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

If no observation and assessment of practice is considered appropriate for a particular cohort then candidates should be involved in at least one hour of micro learning support. Each candidate must deliver at least one 15 minute micro learning support session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, candidates can either deliver additional micro learning support sessions or observe the micro learning support sessions of other candidates.

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

- Learning support in lifelong learning contexts
- Principles of learning support
- Supporting learning

### **Themes for Success**

Knowledge and understanding of literacy, language, numeracy and ICT expected of all learning support practitioners is detailed in the document [Themes for Success](#) (LLUK 2007). The document is divided into six themes with each theme containing a number of elements. There are twenty three elements in all. All elements should be delivered and assessed across the following mandatory units:

- Learning support in lifelong learning contexts
- Principles of learning support
- Supporting learning

There is no requirement to deliver or assess these elements in the Preparing to support learning unit.

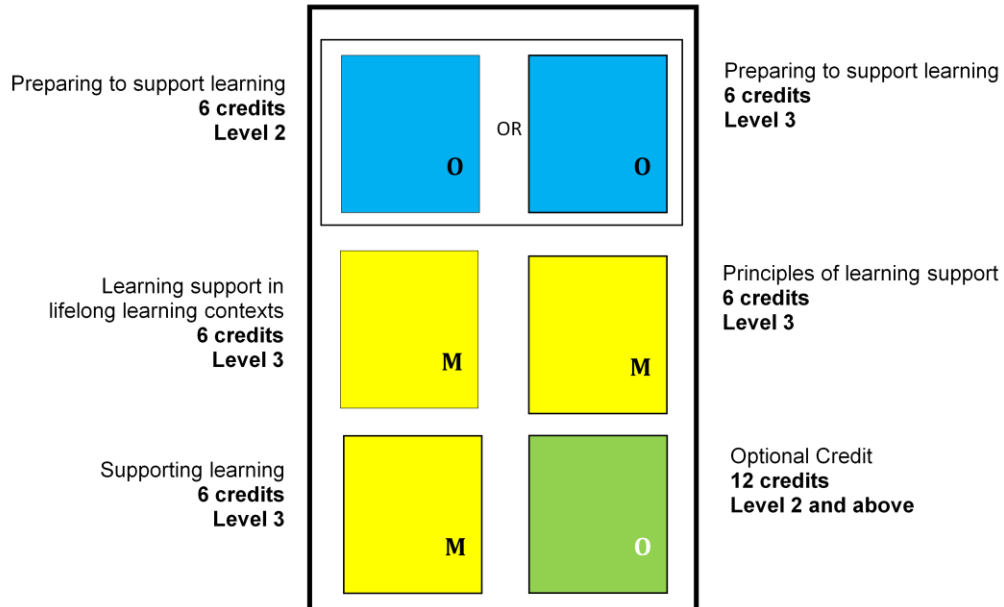
### **Personal skills in English, mathematics and ICT elements**

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

## Diagram of structure

### Level 3 Certificate in Supporting Learning

36 credits



## Rules of combination

To be awarded this qualification the learner must achieve a total of 30 credits.

18 credits must be at level 3 or above

- 6 credits from Group A
- 18 credits from Group B
- 6 credits from Group C



<b>Level 3 Certificate in Supporting Learning</b>			
<b>Total credit value of qualification:</b> 30 credits			
Credit value at Level 3 or above	Minimum 18 credits		
Credit value at Level 2	Maximum 12 credits		
Credit value of mandatory units	18 credits		
Credit value of optional units	12 credits		
<b>Unit title</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>
<b>Group A</b>			
<i>Six (6) credits must be achieved from this group</i>			
Preparing to support learning	2	6	30
Preparing to support learning	3	6	30
<b>Group B</b>			
<i>Eighteen (18) credits must be achieved from this group</i>			
Learning support in lifelong learning contexts	3	6	30
Principles of learning support	3	6	30
Supporting learning	3	6	30
<b>Group C</b>			
<i>Six (6) credits must be achieved from this group</i>			
English, mathematics and ICT needs for life, learning and work	2	2	9
Equality and Diversity	3	6	25
Inclusive approaches to providing information	2	1	6
Organisational approaches to meeting English, mathematics and ICT learning needs	2	1	6
Practice based investigation	3	6	30
Preparing for the mentoring role	3	3	15
Skills check and signposting for English, mathematics and ICT	2	1	6
Supporting learners in an area of specialism	3	6	30
Understanding and managing behaviours in the learning environment	3	6	30

## Section 4

### Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning

The Level 3 Certificate in Supporting Literacy, Language and Numeracy confirms competence in providing support for literacy, language and numeracy learning in a range of contexts. This qualification requires trainees to be practising in a literacy, language and numeracy learning support role. There are qualifications for the generic and other specialist learning support roles. Trainees should be supported in choosing the most appropriate qualification – either for their current role or related to plans for progression.

#### **Purpose**

The purpose of the qualification in the QCF is D1. Confirm competence in an occupational role to the standards required

#### **Credit value of the qualification**

36

#### **Guided Learning hours for the qualification**

180

Please refer to the rules of combination below for details of guided learning hours for each units of assessment.

#### **Age range for Skills Funding Agency Purposes**

These qualifications are listed as appropriate for learners of 16-18 and 19+

#### **Entry requirements**

There is a requirement to evidence personal English and mathematics skills at Level 2 (QCF).

All trainee learning support practitioners joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. Learners should receive appropriate guidance and support so that they are able to access and benefit from undertaking the programme. This may include signposting trainees to other learning opportunities.

### Qualification Delivery

The introductory unit, *Preparing to support learning*, should be delivered first. Delivery can be contextualised to literacy, language and numeracy. However, there should be an opportunity for those holding an Award in Preparing to Support Learning to start on programmes after that is completed. If delivery has been contextualised, appropriate support for those joining the programme at this point should be considered. A holistic approach should normally be taken with the remaining mandatory units. Three units from the generic qualification are contextualised and have an extension to the unit title: literacy, language and numeracy. Two additional units provide the knowledge and understanding required for supporting literacy, language and numeracy. The content from these two units should be combined with the three others as those contain the skills elements of the qualification.

### Content of programmes

The content of this qualification is informed by the [Application of the Standards for literacy, language and numeracy](#). All elements from this document must be covered across the mandatory units of the qualification. Extent of coverage in the document is given as guidance only. The extent of coverage of any element should relate to the needs of any particular cohort of trainees.

### Practice

There is a requirement for a minimum of 40 hours of practice.

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

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

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

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

All practice must be in the subject of the qualification. At least ten (10) hours of learning support practice should be in the area of literacy and language. At least ten (10) hours of learning support practice should be in the area of numeracy. It is recommended that the learning support practitioner has access to specialist expertise in the relevant areas of the specialism.

### **Observed and assessed practice**

There must be a minimum of four (4) observations totalling a minimum of four (4) hours. Any single observation must be a minimum of forty five (45) minutes. All observations must be of practice in the subject of the qualification. There must be at least one observation and assessment of literacy and/or language practice and one observation and assessment of numeracy practice. These observations should be undertaken by specialists with appropriate subject expertise. These are minimum requirements. There are particular requirements for certain units and these are detailed below.

For the following units there is no requirement to observe and assess practice in a supporting learning environment. This will allow candidates to start on programmes and achieve units without a practical supporting learning element. Awarding organisations may include a requirement in their qualification if they wish.

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

If no observation and assessment of practice is considered appropriate for a particular cohort then candidates should be involved in at least one hour of micro learning support. Each candidate must deliver at least one 15 minute micro learning support session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, candidates can either deliver additional micro learning support sessions or observe the micro learning support sessions of other candidates.

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

- Learning support in lifelong learning contexts: literacy, language and numeracy
- Principles of learning support: literacy, language and numeracy
- Supporting learning: literacy, language and numeracy

### **Themes for Success**

Knowledge and understanding of literacy, language, numeracy and ICT expected of all learning support practitioners is detailed in the document [\*Themes for Success\*](#) (LLUK 2007). The document is divided into six themes with each theme containing a number of elements. There are twenty three elements in all. All elements should be delivered and assessed across the following mandatory units:

- Learning support in lifelong learning contexts
- Principles of learning support
- Supporting learning

There is no requirement to deliver or assess the elements in the Preparing to support learning unit. As the focus of this qualification is literacy, language and numeracy it is expected that much of this will already be covered. However, there will be a need to focus on the ICT and other themes.

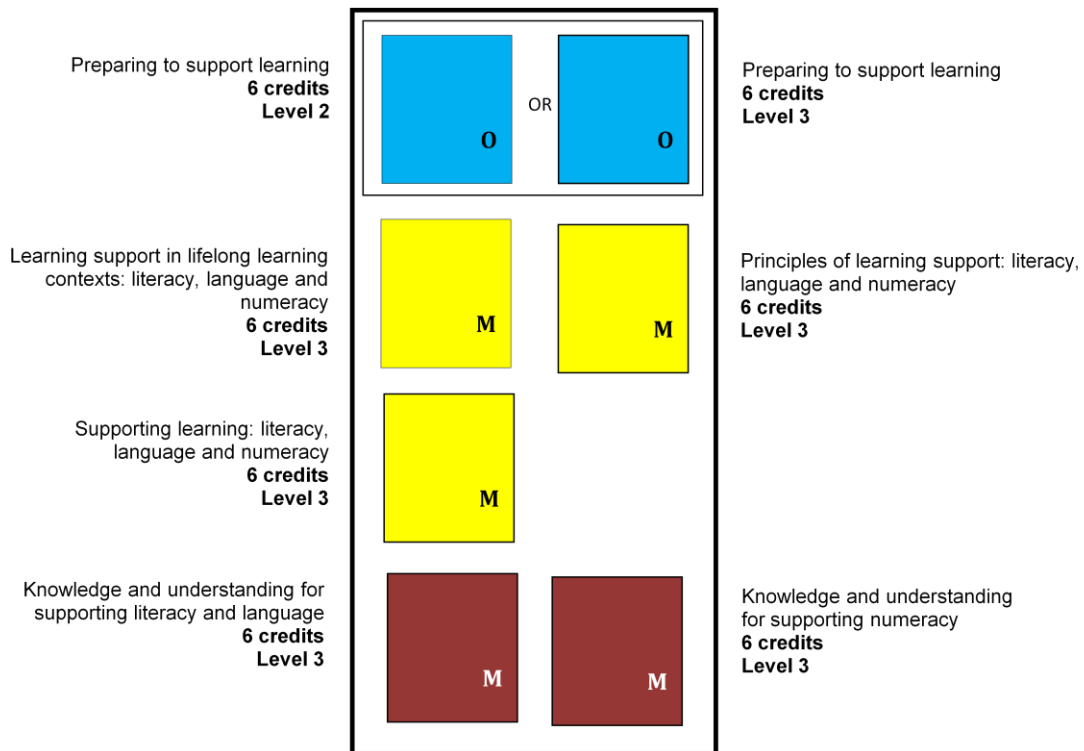
### **Personal skills in English, mathematics and ICT elements**

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

## Diagram of structure

### Level 3 Certificate in Supporting Literacy, Language and Numeracy

36 credits



## Rules of combination

To be awarded this qualification the learner must achieve a total of 36 credits.

30 credits must be at level 3 or above

- 6 credits from Group A
- 30 credits from Group B

<b>Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning</b>			
<b>Total credit value of qualification:</b> 36 credits			
Credit value at Level 3	Minimum 30 credits		
Credit value at Level 2	Maximum 6 credits		
Credit value of mandatory units	30 credits		
Credit value of optional units	6 credits		
<b>Unit title</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>
<b>Group A</b>			
<i>Six (6) credits must be achieved from this group</i>			
Preparing to support learning	2	6	30
Preparing to support learning	3	6	30
<b>Group B</b>			
<i>Eighteen (30) credits must be achieved from this group</i>			
Learning support in lifelong learning contexts: literacy, language and numeracy	3	6	30
Principles of learning support: literacy, language and numeracy	3	6	30
Supporting learning: literacy, language and numeracy	3	6	30
Knowledge and understanding for supporting literacy and language	3	6	30
Knowledge and understanding for supporting numeracy	3	6	30

## Section 5

### Level 3 Certificate in Supporting Disabled Learners

The Level 3 Certificate in Supporting Disabled Learner confirms competence in providing support for disabled learners in a range of contexts. It requires trainees to be practising in a learning support role with disabled learners. There are qualifications for the generic and other specialist learning support roles. Trainees should be supported in choosing the most appropriate qualification – either for their current role or related to plans for progression.

#### **Purpose**

The purpose of the qualification in the QCF is D1. Confirm competence in an occupational role to the standards required

#### **Credit value of the qualification**

36

#### **Guided Learning hours for the qualification**

180

Please refer to the rules of combination below for details of guided learning hours for each units of assessment.

#### **Age range for Skills Funding Agency Purposes**

These qualifications are listed as appropriate for learners of 16-18 and 19+

#### **Entry requirements**

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

#### **Qualification Delivery**

The introductory unit, *Preparing to support learning*, should be delivered first. Delivery can be contextualised to supporting disabled learners. However, there should be an opportunity for those holding an Award in Preparing to Support Learning to start on programmes after that is completed. If delivery has been contextualised, appropriate support for those joining



the programme at this point should be considered. A holistic approach should normally be taken with the remaining mandatory units and optional credit. Three units from the generic qualification are contextualised. One additional mandatory unit provides the knowledge and understanding required for supporting learners with a range of disabilities and impairments. At this time only one optional unit has been developed for Group C of the Rules of Combination. The focus of this unit is an understanding learning disabilities. This prepares learning support practitioners for working with learners with a cognitive impairment. LSIS supports the development of further optional units for working with learners with other disabilities and impairments.

### **Content of programmes**

The content of this qualification is informed by the [Application of the Standards for Supporting Disabled Learners](#). All elements from this document must be covered across the mandatory units of the qualification. Extent of coverage in the document is given as guidance only. The extent of coverage of any element should relate to the needs of any particular cohort of trainees

### **Practice**

There is a requirement for a minimum of 40 hours of practice.

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

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

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

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

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

### **Observed and assessed practice**

There must be a minimum of four (4) observations totalling a minimum of four (4) hours. Any single observation must be a minimum of forty five (45) minutes. All observations must be of trainees supporting disabled learners. These observations should be undertaken by

specialists with appropriate expertise. These are minimum requirements. There are particular requirements for certain units and these are detailed below.

For the following units there is no requirement to observe and assess practice in a supporting learning environment. This will allow candidates to start on programmes and achieve units without a practical supporting learning element. Awarding organisations may include a requirement in their qualification if they wish.

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

If no observation and assessment of practice is considered appropriate for a particular cohort then candidates should be involved in at least one hour of micro learning support. Each candidate must deliver at least one 15 minute micro learning support session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, candidates can either deliver additional micro learning support sessions or observe the micro learning support sessions of other candidates.

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

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

### **Themes for Success**

Knowledge and understanding of literacy, language, numeracy and ICT expected of all learning support practitioners is detailed in the document [\*Themes for Success\*](#) (LLUK 2007). The document is divided into six themes with each theme containing a number of elements. There are twenty three elements in all. All elements should be delivered and assessed across the following mandatory units:

- Learning support in lifelong learning contexts
- Principles of learning support
- Supporting learning

There is no requirement to deliver or assess the elements in the Preparing to support learning unit.

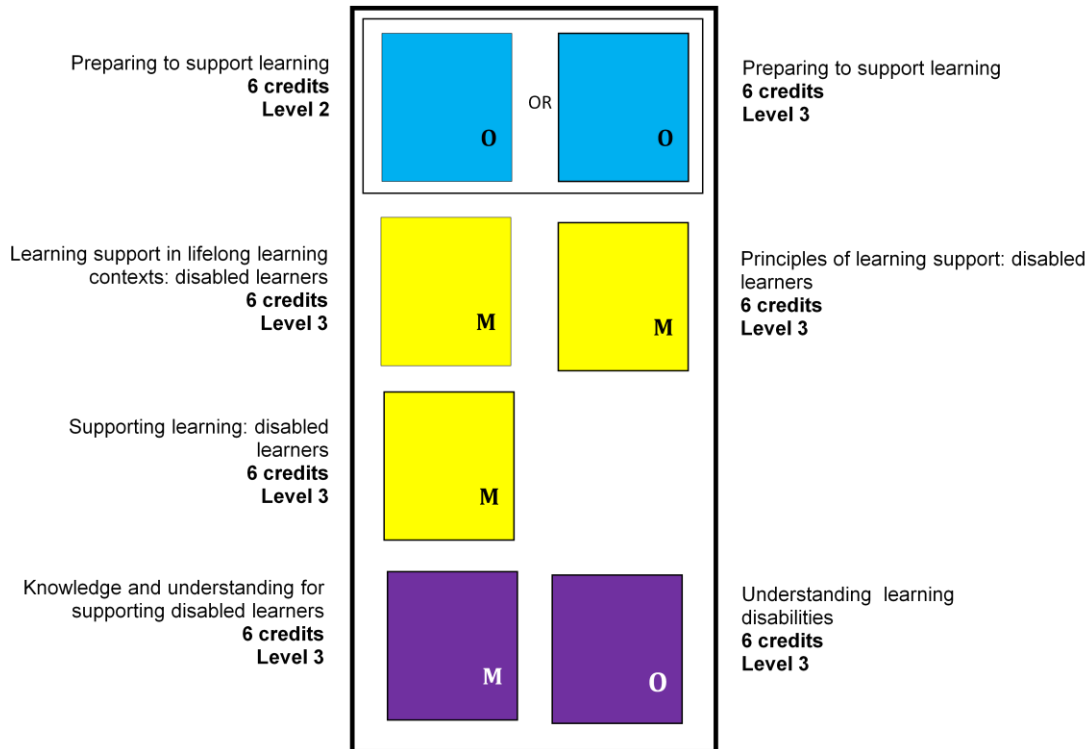
**Personal skills in English, mathematics and ICT elements**

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

## Diagram of structure

### Level 3 Certificate in Supporting Disabled Learners

36 credits



## Rules of combination

To be awarded this qualification the learner must achieve a total of 36 credits.

30 credits must be at level 3

- 6 credits from Group A
- 24 credits from Group B
- 6 credits from Group C

<b>Level 3 Certificate in Supporting Disabled Learners</b>			
<b>Total credit value of qualification:</b> 36 credits			
Credit value at Level 3	Minimum 30 credits		
Credit value at Level 2	Maximum 6 credits		
Credit value of mandatory units	24 credits		
Credit value of optional units	12 credits		
<b>Unit title</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>
<b>Group A</b>			
<i>Six (6) credits must be achieved from this optional group</i>			
Preparing to support learning	2	6	30
Preparing to support learning	3	6	30
<b>Group B</b>			
<i>Eighteen (24) credits must be achieved from this mandatory group</i>			
Learning support in lifelong learning contexts: disabled learners	3	6	30
Principles of learning support: disabled learners	3	6	30
Supporting learning: disabled learners	3	6	30
Supporting disabled learners	3	6	30
<b>Group C</b>			
<i>Six (6) credits must be achieved from this optional group</i>			
Supporting learners with learning disabilities	3	6	30

## Section 6

### Level 3 Certificate in Communication Support for D/deaf learners

The Level 3 Certificate in Communication Support for D/deaf Learners confirms competence in providing communication support for D/deaf learners. This qualification requires trainees to be practising in a learning support role with D/deaf learners. Providing communication support for D/deaf learners is a specialist learning support role. There are Certificate qualifications for the generic and other specialist learning support roles. Trainees should be supported in choosing the most appropriate qualification – either for their current role or related to plans for progression.

#### **Purpose**

The purpose of the qualification in the QCF is D1. Confirm competence in an occupational role to the standards required

#### **Credit value of the qualification**

36

#### **Guided Learning hours for the qualification**

190

Please refer to the rules of combination below for details of guided learning hours for each unit of assessment.

#### **Age range for Skills Funding Agency Purposes**

These qualifications are listed as appropriate for learners 19+

#### **Entry requirements**

There is a requirement to evidence a minimum of Level 2 skills in British Sign Language (BSL) and Level 2 skills in English. Candidates who do not have Level 3 BSL are strongly recommended to achieve this whilst training or shortly after achieving the certificate.

All trainee communication support workers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. Learners should receive appropriate guidance and support so that they are able to access and benefit from undertaking the programme. This may include signposting trainees to other learning opportunities.

## Qualification Delivery

The introductory unit, *Preparing to support learning*, should be delivered first. Delivery can be contextualised to supporting D/deaf learners. However, there should be an opportunity for those holding an Award in Preparing to Support Learning to start on programmes after that is completed. If delivery has been contextualised, appropriate support for those joining the programme at this point should be considered. A holistic approach may be taken with the remaining mandatory units.

Three units from the generic qualification are contextualised to communication support for D/deaf learners. There are four additional mandatory units covering skills and knowledge related to communication support for D/deaf learners.

## Content of programmes

The content of this qualification is informed by the [Application of the Standards for providing Communication Support for D/deaf learners](#). All elements from this document must be covered across the mandatory units of the qualification except Preparing to support learning. Extent of coverage in the document is given as guidance only. The extent of coverage of any element should relate to the needs of any particular cohort of trainees.

## Practice

There is a requirement to evidence a minimum of 40 hours of practice.

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

- Preparing to support learning (Level 3)

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

However, this is a minimum requirement and awarding organisations may include a requirement in their qualification if they wish.

The following units require the trainee to undertake communication support practice in a learning support environment. Observations can be formative and summative.

- Learning support in lifelong learning contexts: communication support for D/deaf learners
- Principles of learning support: communication support for D/deaf learners
- Supporting learning: communication support for D/deaf learners

All practice must be in providing communication support for D/deaf learners. It is recommended that the learning support practitioner has access to specialist expertise in the relevant areas of the specialism.

### **Observed and assessed practice**

There must be a minimum of four (4) observations totalling a minimum of four (4) hours. Any single observation must be a minimum of forty five (45) minutes. All observations must be of trainees providing communication support for D/deaf learners.

All those observing and assessing practice should have:

- appropriate qualifications and experience to do so
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes

These are minimum requirements. There are particular requirements for certain units and these are detailed below.

For the following unit there is no requirement to observe and assess communication support learning support environment.

- Preparing to support learning (Level 3)

If no observation and assessment of practice is considered appropriate for a particular cohort then candidates should be involved in at least one hour of micro learning support. Each candidate must deliver at least one 15 minute micro communication support session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, candidates can either deliver additional micro communication support sessions or observe the micro communication support sessions of other candidates.

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

- Learning support in lifelong learning contexts: communication support for D/deaf learners
- Principles of learning support: communication support for D/deaf learners
- Supporting learning: communication support for D/deaf learners



### Themes for Success

Knowledge and understanding of literacy, language, numeracy and ICT expected of all learning support practitioners is detailed in the document [\*Themes for Success\*](#) (LLUK 2007). The document is divided into six themes with each theme containing a number of elements. There are twenty three elements in all. All elements should be delivered and assessed across the following mandatory units:

- Learning support and lifelong learning contexts: communication support D/deaf learners
- Principles of learning support: communication support D/deaf learners
- Approaches to learning: communication support D/deaf learners

There is no requirement to deliver or assess the elements in the Preparing to support learning unit.

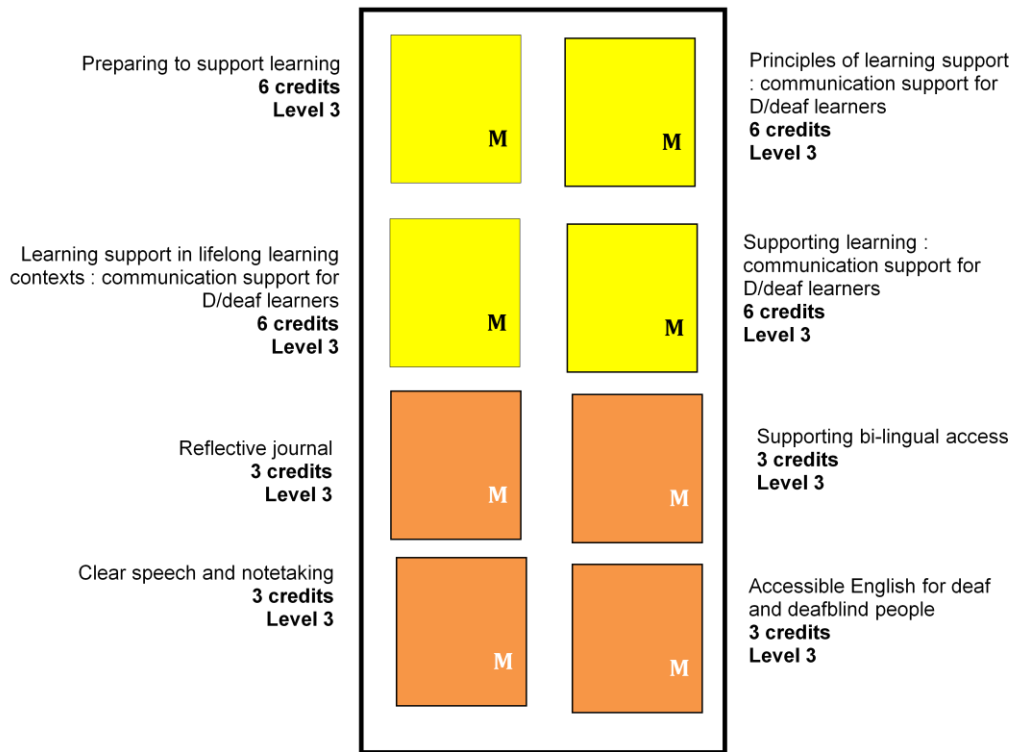
### Personal skills in English, mathematics and ICT elements

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

## Diagram of structure

### Level 3 Certificate in Communication Support for D/deaf Learners

36 credits



## Rules of combination

To be awarded this qualification the learner must achieve a total of 36 credits.

36 credits must be at level 3

- 24 credits from Group M1
- 12 credits from Group M2

<b>Level 3 Certificate in Communication Support for D/deaf learners</b>			
<b>Total credit value of qualification:</b> 36 credits			
Credit value at Level 3 or above	Minimum 36 credits		
Credit value of mandatory units	36 credits		
Credit value of optional units	None		
<b>Unit title</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>
<b>Group M1</b>			
<i>Twenty four (24) credits must be achieved from this mandatory group</i>			
Preparing to support learning	3	6	30
Learning support and lifelong learning contexts (CSW)	3	6	30
Principles of learning support (CSW)	3	6	30
Approaches to learning (CSW)	3	6	30
<b>Group M2</b>			
<i>Twelve (12) credits must be achieved from this optional group</i>			
Supporting bi-lingual access	3	3	20
Clear speech and notetaking	3	3	20
Accessible English for deaf and deafblind people	3	3	20
Reflective journal	3	3	10

## Section 7

### Units of assessment

- English, mathematics and ICT needs for life, learning and work** (Level 2)
- Equality and diversity** (Level 3)
- Inclusive approaches to providing information** (Level 2)
- Knowledge and understanding for supporting literacy and language** (Level 3)
- Knowledge and understanding for supporting numeracy** (Level 3)
- Learning support in lifelong learning contexts** (Level 3)
- Learning support in lifelong learning contexts: communication support for D/deaf learners** (Level 3)
- Learning support in lifelong learning contexts: disabled learners** (Level 3)
- Learning support in lifelong learning contexts: literacy, language and numeracy** (Level 3)
- Organisational approaches to meeting English, mathematics and ICT learning needs** (Level 2)
- Preparing for the mentoring role** (Level 3)
- Preparing to support learning** (Level 2)
- Preparing to support learning** (Level 3)
- Practice based investigation** (Level 3)
- Principles of Learning Support** (Level 3)
- Principles of Learning Support: communication support for D/deaf learners** (Level 3)
- Principles of Learning Support: disabled learners** (Level 3)
- Principles of Learning Support: literacy, language and numeracy** (Level 3)
- Skills check and signposting for English, mathematics and ICT needs** (Level 2)
- Supporting disabled learners** (Level 3)
- Supporting learning** (Level 3)
- Supporting learning: communication support for D/deaf learners** (Level 3)
- Supporting learning: disabled learners** (Level 3)
- Supporting learning: literacy, language and numeracy** (Level 3)
- Supporting learners in an area of specialism** (Level 3)
- Supporting learners with learning disabilities** (Level 3)
- Understanding and managing behaviours in the learning environment** (Level 3)

**Other units for relating to communication support for D/deaf learners**

The following units are not available in this document but are available in RITS. Please contact the awarding organisation *Signature* for further information.

Accessible English for deaf and deafblind people

Clear speech and note taking

Reflective journal

Supporting bilingual access

<b>UNIT TITLE</b>	<b>English, mathematics and ICT needs for life, learning and work</b>	
<b>CREDIT LEVEL</b>	<b>2</b>	
<b>CREDIT VALUE</b>	<b>2</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i><b>The learner will</b></i>	<i><b>The learner can</b></i>	
1. Understand English, mathematics and ICT needs of adults within communities	1.1	Identify national skill levels in English and mathematics
	1.2	Describe English, mathematics and ICT needs of people in a community in relation to key national and local priorities
	1.3	Identify key social, cultural and economic factors that influence the levels of English, mathematics and ICT skills in a community
2. Understand the importance of English, mathematics and ICT skills for life, learning and work	2.1	Explain how English, mathematics and ICT skills enable individuals to participate actively in life, learning and work
	2.2	Explain how improving individuals' skills in English, mathematics and ICT can enhance their life chances
3. Understand opportunities for developing English, mathematics and ICT skills	3.1	Describe ways to develop English, mathematics and ICT skills at work and in everyday life
	3.2	Identify learning opportunities available in a community to develop English, mathematics and ICT skills

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of the importance of English, mathematics and ICT, adult needs and opportunities to develop skills
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	9

<b>UNIT TITLE</b>	Equality and diversity	
<b>CREDIT LEVEL</b>	3	
<b>CREDIT VALUE</b>	6	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the key features of a culture which promotes equality and values diversity	1.1	Define the meanings of equality and diversity in the UK context
	1.2	Identify the benefits of promoting equality and diversity for individual learners
	1.3	Explain the impact of forms of inequality and discrimination on individuals and communities
	1.4	Outline legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity
2. Understand the importance of promoting equality and valuing diversity in lifelong learning	2.1	Explain how the promotion of equality and diversity can protect learners from risk of harm
	2.2	Explain actions that can be taken to value individual learners
	2.3	Explain good practice in providing individual learners with information
3. Be able to promote equality and value diversity	3.1	Use communication strategies to promote equality and diversity
	3.2	Explain how own behaviour can impact on an organisation's culture in relation to equality and diversity
	3.3	Explain how working with other agencies can promote diversity
4. Understand how to help others in the promotion of equality and valuing of diversity	4.1	Describe actions by individuals which can undermine equality and diversity
	4.2	Explain ways to deal with systems and structures which do not promote equality and diversity
5. Be able to review own contribution to promoting equality and valuing diversity in lifelong learning	5.1	Identify own strengths in promoting equality and valuing diversity
	5.2	Evaluate the impact of own practice in promoting equality and valuing diversity
	5.3	Identify areas for further personal development in promoting equality and valuing diversity



<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	The aim of this unit is to enable learner to understand how to promote equality and value diversity. Learners will also understand how to work with others to do this and review the contribution of their own practice
Unit available from	30 September 2011
Unit review date	31 Dec 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and Lecturing 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	25

<b>UNIT TITLE</b>	<b>Inclusive approaches to providing information</b>	
<b>CREDIT LEVEL</b>	<b>2</b>	
<b>CREDIT VALUE</b>	<b>1</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Understand how to provide information to meet the needs of individuals	1.1	Describe ways in which information can be provided
	1.2	Describe ways in which information can be made accessible to individuals
	1.3	Describe ways of communicating to take account of cultural differences
2. Understand how to promote learning opportunities	2.1	Describe ways to signpost and refer potential learners to learning opportunities
	2.2	Explain the importance of equality of access and opportunity when signposting and referring learners to learning opportunities
	2.3	Explain the importance of confidentiality when signposting and referring learners to learning opportunities

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of how to provide information that is accessible and promote learning opportunities
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	6

<b>UNIT TITLE</b>	<b>Knowledge and understanding for supporting literacy and language</b>	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1. Understand English language and literacy	1.1	Describe key differences between Standard English and other varieties of English.
	1.2	Describe differences between spoken and written English.
	1.3	Explain how language changes in both spoken and written forms
2. Understand standards and curricula relevant to learning English	2.1	Describe key features of common standards, curricula and frameworks used to describe literacy and language learning up to and including QCF level 2
	2.2	Explain how language is described at text, sentence and word level
3. Understand factors that influence and impact on literacy and language learning and use	3.1	Explain how social and cultural factors determine the use of language
	3.2	Explain the potential impact of prior learner experiences and situations on literacy and language learning
	3.3	Explain how popular perceptions of literacy and ESOL impact on learner motivation
4. Understand the processes and skills involved in reading, writing, speaking and listening	4.1	Describe the processes involved in speaking and listening
	4.2	Describe the processes involved in reading and writing
	4.3	Describe the impact of technology on literacy and language skill development
5. Understand how literacy and language are learned	5.1	Describe ways that people learn other languages
	5.2	Identify differences in learning to speak and write a language
	5.3	Explain common literacy and language errors and misconceptions
	5.4	Describe the impact on literacy and language learning of a range of learning difficulties and disabilities

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of developing literacy and language skills, methods of support and relevant curricula
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support, 14.1 Foundations For Learning and Life
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

<b>UNIT TITLE</b>	<b>Knowledge and understanding for supporting numeracy</b>	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i><b>The learner will</b></i>	<i><b>The learner can</b></i>	
1. Understand standards and curricula relevant to learning mathematics	1.1	Describe key features of common standards, curricula and frameworks used to arrange and describe mathematical learning up to and including QCF level 2
	1.2	Describe gaps in own mathematical knowledge in relation to common mathematics standards, curricula and frameworks up to and including level 2
	1.3	Plan for opportunities to meet own development needs in relation to mathematical knowledge gaps
2. Understand the factors that affect and impact on mathematical learning for adults	2.1	Explain the impact of prior learner experiences and situations on mathematical learning
	2.2	Describe key features of learning difficulties and disabilities which may impact on mathematical learning.
	2.3	Describe techniques which support mathematical learning when responding to the needs of adults
	2.4	Identify resources and equipment to support mathematical learning by adults
3. Understand mathematical strategies and methods used in different contexts	3.1	Describe different mathematical strategies and methods
	3.2	Explain how the selection and use of mathematical strategies and methods may be influenced by varying mathematical situations and contexts
	3.3	Explain how the selection and use of mathematical strategies and methods may be influenced by learner preferences
	3.4	Describe the impact of varying mathematical strategies and methods on potential solutions in different mathematical situations and contexts
4. Understand the mathematical learning process	4.1	Explain the role, use and withdrawal of mathematical scaffolding to support learning and promote learner independence
	4.2	Describe the role of accurate use of mathematical conventions in promoting successful learning and learner independence
	4.3	Describe common mathematical errors and misconceptions
	4.4	Explain attributes of supporting learning that successfully addresses common mathematical errors and misconceptions to promote learner independence

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of learning of mathematics, methods of support and relevant curricula
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support, 14.1 Foundations For Learning and Life
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

<b>UNIT TITLE</b>	Learning support in lifelong learning contexts	
<b>CREDIT LEVEL</b>	3	
<b>CREDIT VALUE</b>	6	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand learning support practice in different contexts	1.1	Identify different contexts for learning support
	1.2	Describe ways in which learning support can be generalised and transferred between different contexts
	1.3	Explain the impact of learning support practice on learner progress and achievement in own context
	1.4	Explain the impact of policy and regulatory frameworks on learning support practice in own context
2. Understand relationships between the learning support practitioner and others supporting learners	2.1	Explain the relationship of the learning support practitioner and a learner
	2.2	Explain the relationship of the learning support practitioner and the person(s) leading the learning
	2.3	Explain the relationship of the learning support practitioner and others involved in supporting learners
3. Be able to work with others to meet the needs of individual learners	3.1	Work with the person(s) leading the learning to meet identified needs of individual learners
	3.2	Work with others supporting learners to meet identified needs of individual learners
	3.3	Share information on learners' progress and achievement with others involved in supporting learners
	3.4	Review the effectiveness of working relationships in meeting identified needs of individual learners
4. Be able to evaluate and improve own learning support practice	4.1	Review the effectiveness of own learning support practice
	4.2	Identify strengths and areas for development in own learning support practice
	4.3	Plan development opportunities to improve own learning support practice



<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of the learning support contexts and relationships with other staff. It aims to develop skills in working with others and improving own practice
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a learning support environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

<b>UNIT TITLE</b>	Learning support in lifelong learning contexts: communication support for D/deaf learners	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i><b>The learner will</b></i>	<i><b>The learner can</b></i>	
1. Understand learning support practice in different contexts	1.1	Identify different contexts for learning support
	1.2	Describe ways in which learning support can be generalised and transferred between different contexts
	1.3	Explain the impact of learning support practice on learner progress and achievement in own context
	1.4	Explain the impact of policy and regulatory frameworks on learning support practice in own context
2. Understand relationships between the learning support practitioner and others supporting learners	2.1	Explain the relationship of the learning support practitioner and a learner
	2.2	Explain the relationship of the learning support practitioner and the person(s) leading the learning
	2.3	Explain the relationship of the learning support practitioner and others involved in supporting learners
3. Be able to work with others to meet the needs of individual learners	3.1	Work with the person(s) leading the learning to meet identified needs of individual learners
	3.2	Work with others supporting learners to meet identified needs of individual learners
	3.3	Share information on learners' progress and achievement with others involved in supporting learners
	3.4	Review the effectiveness of working relationships in meeting identified needs of individual learners
4. Be able to evaluate and improve own learning support practice	4.1	Review the effectiveness of own learning support practice
	4.2	Identify strengths and areas for development in own learning support practice
	4.3	Plan development opportunities to improve own learning support practice

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of the learning support contexts and relationships with other staff. It aims to develop skills in working with others and improving own practice
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a learning support environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

<b>UNIT TITLE</b>	Learning support in lifelong learning contexts: disabled learners	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand learning support practice in different contexts	1.1	Identify different contexts for learning support
	1.2	Describe ways in which learning support can be generalised and transferred between different contexts
	1.3	Explain the impact of learning support practice on learner progress and achievement in own context
	1.4	Explain the impact of policy and regulatory frameworks on learning support practice in own context
2. Understand relationships between the learning support practitioner and others supporting learners	2.1	Explain the relationship of the learning support practitioner and a learner
	2.2	Explain the relationship of the learning support practitioner and the person(s) leading the learning
	2.3	Explain the relationship of the learning support practitioner and others involved in supporting learners
3. Be able to work with others to meet the needs of individual learners	3.1	Work with the person(s) leading the learning to meet identified needs of individual learners
	3.2	Work with others supporting learners to meet identified needs of individual learners
	3.3	Share information on learners' progress and achievement with others involved in supporting learners
	3.4	Review the effectiveness of working relationships in meeting identified needs of individual learners
4. Be able to evaluate and improve own learning support practice	4.1	Review the effectiveness of own learning support practice
	4.2	Identify strengths and areas for development in own learning support practice
	4.3	Plan development opportunities to improve own learning support practice

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of the learning support contexts and relationships with other staff. It aims to develop skills in working with others and improving own practice
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a learning support environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

<b>UNIT TITLE</b>	Learning support in lifelong learning contexts: literacy, language and numeracy	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand learning support practice in different contexts	1.1	Identify different contexts for learning support
	1.2	Describe ways in which learning support can be generalised and transferred between different contexts
	1.3	Explain the impact of learning support practice on learner progress and achievement in own context
	1.4	Explain the impact of policy and regulatory frameworks on learning support practice in own context
2. Understand relationships between the learning support practitioner and others supporting learners	2.1	Explain the relationship of the learning support practitioner and a learner
	2.2	Explain the relationship of the learning support practitioner and the person(s) leading the learning
	2.3	Explain the relationship of the learning support practitioner and others involved in supporting learners
3. Be able to work with others to meet the needs of individual learners	3.1	Work with the person(s) leading the learning to meet identified needs of individual learners
	3.2	Work with others supporting learners to meet identified needs of individual learners
	3.3	Share information on learners' progress and achievement with others involved in supporting learners
	3.4	Review the effectiveness of working relationships in meeting identified needs of individual learners
4. Be able to evaluate and improve own learning support practice	4.1	Review the effectiveness of own learning support practice
	4.2	Identify strengths and areas for development in own learning support practice
	4.3	Plan development opportunities to improve own learning support practice

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of the learning support contexts and relationships with other staff. It aims to develop skills in working with others and improving own practice
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a learning support environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

<b>UNIT TITLE</b>	<b>Organisational approaches to meeting English, mathematics and ICT learning needs</b>	
<b>CREDIT LEVEL</b>	<b>2</b>	
<b>CREDIT VALUE</b>	<b>1</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i><b>The learner will</b></i>	<i><b>The learner can</b></i>	
1. Understand the role of own organisation in relation to meeting individual English, mathematics and ICT learning needs	1.1	Outline the role of own organisation in relation to meeting English, mathematics and ICT learning needs
	1.2	Describe key features of effective English, mathematics and ICT learning opportunities
2. Understand a whole organisation approach to English, mathematics and ICT	2.1	Identify key elements of a whole organisation approach to English, mathematics and ICT provision
	2.2	Describe ways to identify and share effective practice and resources for English, mathematics and ICT learning
	2.3	Outline personal and professional development opportunities for staff to support a whole organisation approach
	2.4	Explain ways to promote personal and professional development opportunities to support a whole organisation approach



<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of how organisations provide opportunities to develop English, mathematics and ICT skills
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	6

<b>UNIT TITLE</b>	<b>Practice based investigation</b>	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i><b>The learner will</b></i>	<i><b>The learner can</b></i>	
1. Understand the purpose and nature of practice based investigation	1.1	Identify the purpose of practice based investigation
	1.2	Identify key features of practice based investigation
	1.3	Describe research methods which can be used for practice based investigation
2. Be able to plan a practice based investigation	2.1	Explain own choice of an area of practice for investigation
	2.2	Explain how ethical considerations and issues of confidentiality will be observed in practice
3. Be able to carry out an investigation of an area of practice	3.1	Devise a realistic plan to implement an investigation of an area of practice
	3.2	Explain own choice of research methods for an investigation
	3.3	Draw on relevant research and literature to support an investigation
	3.4	Collect data relating to an investigation
	3.5	Interpret data relevant to an investigation
	3.6	Present data from an investigation
	3.7	Draw conclusions based on findings from an investigation
4. Be able to present the outcomes of an investigation of an area of practice	4.1	Report own findings and conclusions from an investigation
	4.2	Explain own recommendations for action to be taken based on conclusions
5. Be able to evaluate and improve own practice in carrying out an investigation	5.1	Evaluate the effectiveness of own practice in carrying out an investigation
	5.2	Identify own strengths and areas for improvement in relation to carrying out an investigation
	5.3	Plan opportunities to improve own skills in carrying out an investigation

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	The unit aims to enable learners to plan, carry out, report on and evaluate a practice based investigation.
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by: National Occupational Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a learning support environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30



<b>UNIT TITLE</b>	<b>Preparing for the mentoring role</b>	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>3</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i><b>The learner will</b></i>	<i><b>The learner can</b></i>	
1. Understand own role and responsibilities in relation to mentoring	1.1	Identify and describe the role and responsibilities of the mentor, indicating the boundaries of the role.
	1.2	Identify and explain the qualities and skills required in a mentor.
	1.3	Identify and describe resources and/or materials required for mentoring.
2. Understand ways to identify individual mentoring needs	2.1	Identify and describe individual learning needs that can be met through mentoring.
	2.2	Identify and describe individual learning styles that need to be considered when mentoring.
3. Understand key techniques to establish and maintain an effective mentoring relationship	3.1	Identify and explain styles of mentoring to meet learner needs.
	3.2	Explain the importance of and demonstrate a code of conduct, ground rules and confidentiality in a mentoring relationship.
	3.3	Explain and demonstrate ways of assisting mentees to clarify their goals and explore options to facilitate their achievement.
	3.4	Explain and demonstrate strategies which can be used to clarify situations and overcome misunderstandings.
	3.5	Describe and demonstrate ways of building rapport with individuals in mentoring sessions.
	3.6	Describe and demonstrate ways of creating an environment in which effective mentoring can take place.
4. Understand how to review progress	4.1	Describe how to review the mentee's progress, identifying action required.
	4.2	Explain and use good practice in providing feedback to mentees on their progress.
5. Understand how to evaluate the effectiveness of own practice	5.1	Use reflective practice and feedback from others to review own mentoring role and identify areas for development.

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	The unit aims to enable learners to plan, carry out, report on and evaluate a practice based investigation.
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007) National Occupational Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a learning support environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and Lecturing 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	15

<b>UNIT TITLE</b>	<b>Preparing to support learning</b>	
<b>CREDIT LEVEL</b>	<b>2</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i><b>The learner will</b></i>	<i><b>The learner can</b></i>	
1. Understand learning support practice in lifelong learning contexts	1.1	Describe the importance of learning for achieving personal goals and participating in life, learning and work
	1.2	Identify different contexts for learning support practice
	1.3	Describe the contribution of learning support in the provision of learning opportunities
	1.4	Describe how to work with learners and others to support learning in a particular lifelong learning context
	1.5	Identify national and local policy and regulatory requirements related to learning support practice
2. Understand the values and principles of inclusive learning support	2.1	Identify values and principles which underpin learning support practice
	2.2	Describe key features of an inclusive learning environment
	2.3	Describe key features of independent learning
	2.4	Describe ways of working with learners that promote inclusive and independent learning
	2.5	Explain the importance of communication for inclusive learning
	2.6	Explain the importance of literacy, language, numeracy and ICT skills for independent learning and participation in life and work
3. Understand how to support learning	3.1	Describe key responsibilities and contribution of a learning support practitioner throughout a learning programme
	3.2	Describe how the individual needs of learners can be addressed through the planning, delivery, assessment and review of learning
	3.4	Describe how to use learning support activities to engage and motivate learners
	3.5	Describe ways in which resources can be used to meet the individual needs of learners
4. Be able to evaluate and improve learning support practice	4.1	Describe the effectiveness of an observed learning support session.
	4.2	Identify own strengths and development needs in relation to learning support practice
	4.3	Plan opportunities to meet own development needs in relation to learning support practice
	4.3	Identify opportunities to meet own development needs in literacy, language, numeracy and ICT

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of contexts and practice relating to learning support and to enable the learner to evaluate and improve learning support practice.
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30



<b>UNIT TITLE</b>	<b>Preparing to support learning</b>	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i><b>The learner will</b></i>	<i><b>The learner can</b></i>	
1. Understand learning support practice in lifelong learning contexts	1.1	Explain the importance of learning for achieving personal goals and participating in life, learning and work
	1.2	Compare different contexts for learning support practice
	1.3	Explain the contribution of learning support in the provision of learning opportunities
	1.4	Explain how to work with learners and others to support learning in a particular lifelong learning context
	1.5	Identify national and local policy and regulatory requirements related to learning support practice
2. Understand the values and principles of inclusive learning support	2.1	Explain key values and principles which underpin learning support practice
	2.2	Describe key features of an inclusive learning environment
	2.3	Describe key features of independent learning
	2.4	Explain ways of working with learners that promote inclusive and independent learning
	2.5	Explain the importance of communication for inclusive learning
	2.6	Explain the importance of literacy, language, numeracy and ICT skills for independent learning and participation in life and work
3. Understand how to support learning	3.1	Explain responsibilities and contribution of a learning support practitioner throughout a learning programme
	3.2	Explain how the individual needs of learners can be addressed through the planning, delivery, assessment and review of learning
	3.4	Explain how to use learning support activities to engage and motivate learners
	3.5	Explain ways in which resources can be used to meet the individual needs of learners
4. Be able to evaluate and improve learning support practice	4.1	Explain the effectiveness of an observed learning support session.
	4.2	Describe own strengths and development needs in relation to learning support practice
	4.3	Plan opportunities to meet own development needs in relation to learning support practice
	4.4	Plan opportunities to meet own development needs in literacy, language, numeracy and ICT

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of contexts and practice relating to learning support and to enable the learner to evaluate and improve learning support practice.
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

<b>UNIT TITLE</b>	Principles of learning support	
<b>CREDIT LEVEL</b>	3	
<b>CREDIT VALUE</b>	6	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Understand principles and values in learning support practice	1.1	Identify principles and values which underpin learning support practice
	1.2	Explain how principles and values inform own learning support practice
2. Understand learners and their individual learning support needs	2.1	Explain in what ways the learner is central to the development and delivery of learning support
	2.2	Explain different factors affecting learner progress and achievement
	2.3	Explain how individual learning support needs are identified
3. Understand how to support inclusive learning	3.1	Describe key features of an inclusive learning environment
	3.2	Explain ways of communicating that support inclusive learning
	3.3	Explain ways of encouraging behaviours that contribute to an inclusive learning environment
	3.4	Explain ways to engage and motivate learners
	3.5	Explain ways to support learners to articulate their learning support needs and preferences
	3.6	Identify opportunities and ways to enable learners to provide feedback to inform practice
	3.7	Explain ways to support literacy, language, numeracy and ICT learning
4. Understand how to support independent learning	4.1	Describe key features of independent learning
	4.3	Explain the importance of literacy, language, numeracy and ICT skills for independent learning
	4.4	Explain ways to support self-advocacy and independent learning in relation to the planning, delivery and review of learning support activities

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of key values and principles underpinning learning support practice, the learners and how to promote inclusive and independent learning
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

<b>UNIT TITLE</b>	Principles of learning support: communication support for D/deaf learners	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand principles and values in learning support practice	1.1	Identify principles and values which underpin learning support practice
	1.2	Explain how principles and values inform own learning support practice
2. Understand learners and their individual learning support needs	2.1	Explain in what ways the learner is central to the development and delivery of learning support
	2.2	Explain different factors affecting learner progress and achievement
	2.3	Explain how individual learning support needs are identified
3. Understand how to support inclusive learning	3.1	Describe key features of an inclusive learning environment
	3.2	Explain ways of communicating that support inclusive learning
	3.3	Explain ways of encouraging behaviours that contribute to an inclusive learning environment
	3.4	Explain ways to engage and motivate learners
	3.5	Explain ways to support learners to articulate their learning support needs and preferences
	3.6	Identify opportunities and ways to enable learners to provide feedback to inform practice
	3.7	Explain ways to support literacy, language, numeracy and ICT learning
4. Understand how to support independent learning	4.1	Describe key features of independent learning
	4.3	Explain the importance of literacy, language, numeracy and ICT skills for independent learning
	4.4	Explain ways to support self-advocacy and independent learning in relation to the planning, delivery and review of learning support activities

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of key values and principles underpinning learning support practice, the learners and how to promote inclusive and independent learning
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

<b>UNIT TITLE</b>	Principles of learning support: disabled learners	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Understand principles and values in learning support practice	1.1	Identify principles and values which underpin learning support practice
	1.2	Explain how principles and values inform own learning support practice
2. Understand learners and their individual learning support needs	2.1	Explain in what ways the learner is central to the development and delivery of learning support
	2.2	Explain different factors affecting learner progress and achievement
	2.3	Explain how individual learning support needs are identified
3. Understand how to support inclusive learning	3.1	Describe key features of an inclusive learning environment
	3.2	Explain ways of communicating that support inclusive learning
	3.3	Explain ways of encouraging behaviours that contribute to an inclusive learning environment
	3.4	Explain ways to engage and motivate learners
	3.5	Explain ways to support learners to articulate their learning support needs and preferences
	3.6	Identify opportunities and ways to enable learners to provide feedback to inform practice
	3.7	Explain ways to support literacy, language, numeracy and ICT learning
4. Understand how to support independent learning	4.1	Describe key features of independent learning
	4.3	Explain the importance of literacy, language, numeracy and ICT skills for independent learning
	4.4	Explain ways to support self-advocacy and independent learning in relation to the planning, delivery and review of learning support activities

<b>Additional Information about the unit</b>
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Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of key values and principles underpinning learning support practice, the learners and how to promote inclusive and independent learning
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30



<b>UNIT TITLE</b>	Supporting learning: literacy, language and numeracy	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the learning process	1.1	Explain key principles of learning
	1.3	Describe ways people learn
	1.5	Explain key factors in effective learning
2. Understand the responsibilities of a learning support practitioner in learning programmes	2.1	Explain ways that learning programmes are developed
	2.2	Explain the responsibilities of a learning support practitioner in identifying learners' needs and the planning of a learning programme
	2.3	Explain the responsibilities of a learning support practitioner in the delivery and review of a learning programme
	2.4	Explain the responsibilities of a learning support practitioner in the recording of achievement and progression
3. Be able to use learning support activities to meet the individual needs of learners	3.1	Explain how literacy, language, numeracy and ICT can be integrated into learning support activities to meet the individual needs of learners
	3.2	Integrate activities into own learning support practice to enable learners to develop and apply their literacy, language, numeracy and ICT skills
	3.3	Use learning support activities to meet the identified needs of an individual learner
4. Be able to communicate with learners and other learning professionals to enhance learning	4.1	Use communication methods and media to meet the needs of learners
	4.2	Communicate with other learning professionals to meet learner needs and support progression
5. Be able to use resources to meet the individual needs of learners	5.1	Explain ways in which resources can be used to meet the individual needs of learners
	5.2	Select resources to meet the identified needs of an individual learner
	5.3	Adapt resources to meet the identified needs of an individual learner
	5.4	Use resources to meet the identified needs of an individual learner
6. Be able to use assessments	6.1	Explain how to use assessment for learning and progression

to meet the individual needs of learners	6.2	Use assessments to identify and meet the identified needs of an individual learner
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<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of the learning process and the responsibilities of a learning support practitioner. It aims to develop planning, delivery assessment and communication skills
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a learning support environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

<b>UNIT TITLE</b>	<b>Skills check and signposting for English, mathematics and ICT needs</b>	
<b>CREDIT LEVEL</b>	<b>2</b>	
<b>CREDIT VALUE</b>	<b>1</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Know how to identify English, mathematics and ICT needs	1.1	Describe methods for identifying English mathematics and ICT learning needs
	1.2	Describe communication skills required to identify English, mathematics and ICT learning needs
2. Know how to carry out initial assessment and skills checking	2.1	Describe techniques and tools to carry out initial assessment and skills checking
	2.2	Explain the importance of providing constructive feedback when carrying out initial assessment and skills checking
3. Know how to signpost and refer potential learners to provision which meets their individual learning needs	3.1	Describe ways to signpost and refer potential learners to provision which meets their individual learning needs
	3.2	Explain the importance of confidentiality when signposting and referring learners to provision which meets their individual learning needs
	3.3	Explain the importance of equality of access and opportunity when signposting and referring learners to provision which meets their individual learning needs

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of how to identify and assess English mathematics and ICT skills and refer to people to learning opportunities
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	6

<b>UNIT TITLE</b>	<b>Supporting disabled learners</b>	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Understand how disabilities can affect learning	1.1	Explain how different disabilities can affect learning
	1.2	Explain the impact of dual or multiple disabilities on learning.
	1.3	Explain the importance of asking learners how disability(ies) affects their learning
2. Understand how to work within a social model of disability.	2.1	Explain the key features of a social model of disability
	2.2	Explain the responsibilities of the learning support practitioner in promoting a social model of disability
	2.3	Explain how beliefs and assumptions about disabilities inform own learning support practice
3. Understand ways disability is defined.	3.1	Describe different cultural concepts and definitions of disability.
	3.2	Explain how ethnicity and disability can be reflected in learning support resources and activities.
4. Understand ways to use alternative and augmentative methods of communication with disabled learners	5.1	Describe alternative forms of communication to conventional speaking and listening
	5.2	Describe techniques to develop learners' communication skills through verbal and sensory approaches.
	5.3	Explain the importance of observation skills for communicating with learners
	5.4	Describe communication aids that can be used to meet the individual needs of learners

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of definitions of disability, the social model of disability, how a range of disabilities affect learning and ways disabled people may contribute
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

<b>UNIT TITLE</b>	Supporting learning	
<b>CREDIT LEVEL</b>	3	
<b>CREDIT VALUE</b>	6	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the learning process	1.1	Explain key principles of learning
	1.3	Describe ways people learn
	1.5	Explain key factors in effective learning
2. Understand the responsibilities of a learning support practitioner in learning programmes	2.1	Explain ways that learning programmes are developed
	2.2	Explain the responsibilities of a learning support practitioner in identifying learners' needs and the planning of a learning programme
	2.3	Explain the responsibilities of a learning support practitioner in the delivery and review of a learning programme
	2.4	Explain the responsibilities of a learning support practitioner in the recording of achievement and progression
3. Be able to use learning support activities to meet the individual needs of learners	3.1	Explain how literacy, language, numeracy and ICT can be integrated into learning support activities to meet the individual needs of learners
	3.2	Integrate activities into own learning support practice to enable learners to develop and apply their literacy, language, numeracy and ICT skills
	3.3	Use learning support activities to meet the identified needs of an individual learner
4. Be able to communicate with learners and other learning professionals to enhance learning	4.1	Use communication methods and media to meet the needs of learners
	4.2	Communicate with other learning professionals to meet learner needs and support progression
5. Be able to use resources to meet the individual needs of learners	5.1	Explain ways in which resources can be used to meet the individual needs of learners
	5.2	Select resources to meet the identified needs of an individual learner
	5.3	Adapt resources to meet the identified needs of an individual learner
	5.4	Use resources to meet the identified needs of an individual learner
6. Be able to use assessments	6.1	Explain how to use assessment for learning and progression

to meet the individual needs of learners	6.2	Use assessments to identify and meet the identified needs of an individual learner
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<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of the learning process and the responsibilities of a learning support practitioner. It aims to develop planning, delivery assessment and communication skills
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a learning support environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30



<b>UNIT TITLE</b>	Supporting learning: communication support for D/deaf learners	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the learning process	1.1	Explain key principles of learning
	1.3	Describe ways people learn
	1.5	Explain key factors in effective learning
2. Understand the responsibilities of a learning support practitioner in learning programmes	2.1	Explain ways that learning programmes are developed
	2.2	Explain the responsibilities of a learning support practitioner in identifying learners' needs and the planning of a learning programme
	2.3	Explain the responsibilities of a learning support practitioner in the delivery and review of a learning programme
	2.4	Explain the responsibilities of a learning support practitioner in the recording of achievement and progression
3. Be able to use learning support activities to meet the individual needs of learners	3.1	Explain how literacy, language, numeracy and ICT can be integrated into learning support activities to meet the individual needs of learners
	3.2	Integrate activities into own learning support practice to enable learners to develop and apply their literacy, language, numeracy and ICT skills
	3.3	Use learning support activities to meet the identified needs of an individual learner
4. Be able to communicate with learners and other learning professionals to enhance learning	4.1	Use communication methods and media to meet the needs of learners
	4.2	Communicate with other learning professionals to meet learner needs and support progression
5. Be able to use resources to meet the individual needs of learners	5.1	Explain ways in which resources can be used to meet the individual needs of learners
	5.2	Select resources to meet the identified needs of an individual learner
	5.3	Adapt resources to meet the identified needs of an individual learner
	5.4	Use resources to meet the identified needs of an individual learner
6. Be able to use assessments	6.1	Explain how to use assessment for learning and progression

to meet the individual needs of learners	6.2	Use assessments to identify and meet the identified needs of an individual learner
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<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of the learning process and the responsibilities of a learning support practitioner. It aims to develop planning, delivery assessment and communication skills
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a learning support environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

<b>UNIT TITLE</b>	Supporting learning: disabled learners	
<b>CREDIT LEVEL</b>	3	
<b>CREDIT VALUE</b>	6	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the learning process	1.1	Explain key principles of learning
	1.3	Describe ways people learn
	1.5	Explain key factors in effective learning
2. Understand the responsibilities of a learning support practitioner in learning programmes	2.1	Explain ways that learning programmes are developed
	2.2	Explain the responsibilities of a learning support practitioner in identifying learners' needs and the planning of a learning programme
	2.3	Explain the responsibilities of a learning support practitioner in the delivery and review of a learning programme
	2.4	Explain the responsibilities of a learning support practitioner in the recording of achievement and progression
3. Be able to use learning support activities to meet the individual needs of learners	3.1	Explain how literacy, language, numeracy and ICT can be integrated into learning support activities to meet the individual needs of learners
	3.2	Integrate activities into own learning support practice to enable learners to develop and apply their literacy, language, numeracy and ICT skills
	3.3	Use learning support activities to meet the identified needs of an individual learner
4. Be able to communicate with learners and other learning professionals to enhance learning	4.1	Use communication methods and media to meet the needs of learners
	4.2	Communicate with other learning professionals to meet learner needs and support progression
5. Be able to use resources to meet the individual needs of learners	5.1	Explain ways in which resources can be used to meet the individual needs of learners
	5.2	Select resources to meet the identified needs of an individual learner
	5.3	Adapt resources to meet the identified needs of an individual learner
	5.4	Use resources to meet the identified needs of an individual learner
6. Be able to use assessments	6.1	Explain how to use assessment for learning and progression

to meet the individual needs of learners	6.2	Use assessments to identify and meet the identified needs of an individual learner
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<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of the learning process and the responsibilities of a learning support practitioner. It aims to develop planning, delivery assessment and communication skills
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a learning support environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

<b>UNIT TITLE</b>	Supporting learning: literacy, language and numeracy	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i><b>The learner will</b></i>	<i><b>The learner can</b></i>	
1. Understand the learning process	1.1	Explain key principles of learning
	1.3	Describe ways people learn
	1.5	Explain key factors in effective learning
2. Understand the responsibilities of a learning support practitioner in learning programmes	2.1	Explain ways that learning programmes are developed
	2.2	Explain the responsibilities of a learning support practitioner in identifying learners' needs and the planning of a learning programme
	2.3	Explain the responsibilities of a learning support practitioner in the delivery and review of a learning programme
	2.4	Explain the responsibilities of a learning support practitioner in the recording of achievement and progression
3. Be able to use learning support activities to meet the individual needs of learners	3.1	Explain how literacy, language, numeracy and ICT can be integrated into learning support activities to meet the individual needs of learners
	3.2	Integrate activities into own learning support practice to enable learners to develop and apply their literacy, language, numeracy and ICT skills
	3.3	Use learning support activities to meet the identified needs of an individual learner
4. Be able to communicate with learners and other learning professionals to enhance learning	4.1	Use communication methods and media to meet the needs of learners
	4.2	Communicate with other learning professionals to meet learner needs and support progression
5. Be able to use resources to meet the individual needs of learners	5.1	Explain ways in which resources can be used to meet the individual needs of learners
	5.2	Select resources to meet the identified needs of an individual learner
	5.3	Adapt resources to meet the identified needs of an individual learner
	5.4	Use resources to meet the identified needs of an individual learner
6. Be able to use assessments to meet the individual needs of learners	6.1	Explain how to use assessment for learning and progression
	6.2	Use assessments to identify and meet the identified needs of an individual learner

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of the learning process and the responsibilities of a learning support practitioner. It aims to develop planning, delivery assessment and communication skills
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupation Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a learning support environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

<b>UNIT TITLE</b>	<b>Supporting learners in an area of specialism</b>	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i><b>The learner will</b></i>	<i><b>The learner can</b></i>	
1. Understand learning provision in an area of specialism	1.1	Describe the area of specialism
	1.2	Explain the aims of learning provision in an area of specialism
	1.3	Describe resources used in learning provision in an area of specialism
2. Understand how to work with others to support learning in an area of specialism	2.1	Explain the relationship of the learning support practitioner and the person(s) leading the learning
	2.2	Explain ways to work with others involved in supporting learning in an area of specialism
3. Be able to use inclusive approaches to support learning in an area of specialism	3.1	Contribute to the planning, assessment and review of learning in an area of specialism
	3.2	Use learning support activities to meet the identified needs of an individual learner in an area of specialism
	3.3	Use resources to support in an area of specialism
4. Be able to evaluate and improve own learning support practice in an area of specialism	4.1	Review the effectiveness of own learning support practice in an area of specialism
	4.2	Identify strengths and areas for development in own learning support practice in an area of specialism
	4.3	Plan development opportunities to improve own learning support practice in an area of specialism

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	The unit aims to develop knowledge and understanding and skills to support learning in an area of specialism
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by: National Occupational Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a learning support environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30



<b>UNIT TITLE</b>	<b>Supporting learners with learning disabilities</b>	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the impact of a learning disability on learning.	1.1	Describe how learning disabilities can affect learning
	1.2	Describe how a learning disability can affect a learner's behaviour
2. Understand how a person-centred approach can support a learner with a learning disability.	2.1	Describe key features of a person centred approach
	2.2	Explain the importance of learning preferences in the context of working with learners with learning disabilities
	2.3	Explain the importance of inter-agency collaboration for learning support practice
	2.4	Explain the importance of having high expectations and aspirations for learners
3. Understand key factors affecting progression for people with learning disabilities in life, learning and work	3.1	Explain how perceptions of people with learning disabilities can affect their participation in life, learning and work
	3.2	Describe support activities that prepare learners for transitions in learning and work
	3.3	Explain how national, regional and local policy influence learning and work opportunities for people with learning disabilities
	3.4	Explain ways to encourage learners to think about further learning and work opportunities
4. Be able to use inclusive learning support activities to meet the needs of learners with learning disabilities.	4.1	Provide learning activities which match the learner's level of cognitive development
	4.2	Provide learning activities to support a learner's concentration, memory and retention of information
	4.3	Use multisensory resources to meet individual learning needs
	4.4	Use activities to encourage and assist learners to organise and manage their own learning.
	4.5	Use activities to encourage and assist learners to manage their behavior in the learning environment.

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	This unit aims to develop the learner's knowledge and understanding of the impact of a learning disability on learning, a person centred approach and factors affecting progression It aims to develop skills to use inclusive learning support approaches and activities
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupational Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support,
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

<b>UNIT TITLE</b>	Understanding and managing behaviours in a learning environment	
<b>CREDIT LEVEL</b>	<b>3</b>	
<b>CREDIT VALUE</b>	<b>6</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i><b>The learner will</b></i>	<i><b>The learner can</b></i>	
1. Understand potential factors leading to behaviours that disrupt a learning environment	1.1	Describe factors leading to behaviours that disrupt a learning environment
2. Understand organisational policies relating to managing behaviours in the learning environment	2.1	Describe organisational policies relating to managing behaviours in a learning environment
3. Be able to promote behaviours that contribute to a purposeful learning environment	3.1	Explain ways of encouraging behaviours that contribute to an effective learning environment
	3.2	Use techniques to encourage behaviours that contribute to a purposeful learning environment
4. Be able to manage behaviours that disrupt a purposeful learning environment	4.1	Explain ways of managing behaviours that disrupt a purposeful learning environment
	4.2	Use techniques to manage behaviours that disrupt a purposeful learning environment

<b>Additional Information about the unit</b>	
Purpose and aim(s) of the unit	The unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment and related legislation and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours, and evaluating own practice in managing behaviours in a learning environment.
Unit available from	01 May 2012
Unit review date	30 April 2016
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by: National Occupational Standards for Learning Support Staff
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a learning support environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30



## Qualification Guidance

For awarding organisations and awarding bodies

## Supporting Learning