Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning (6259-05)

December 2013 Version 1.1

City&
Guilds

Qualification at a glance

Subject area	Learning Support
City & Guilds number	6259-05
Age group approved	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 practitioners to other learning opportunities.
Assessment	Portfolio of evidence. Some exemplar assignments are provided in assessment packs for centres to use to evidence the knowledge required for specific units.
Support materials	6259 Level 2/3 Assessment pack 6259 Level 2/3 Answer material pack All documents are available to download from **www.cityandguilds.com** The assessment and answer packs will be password protected and approved centres / Quality Consultants can access the passwords via the Walled Garden/Online Catalogue.
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates.

Title and level	City & Guilds number	Accreditation number
Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning	6259-05	600/7985/X

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

Contents

1 Introduction

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

Area	Description
Who is the qualification for?	The Level 3 Certificate in Supporting Literacy, Language and Numeracy confirms competence in providing support for literacy, language and numeracy learning in a range of contexts. This qualification requires practitioners 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.
What does the qualification cover?	It allows practitioners to learn, develop and practise the skills required for employment in the learning support sector with a particular emphasis on supporting literacy, language and numeracy.
Is the qualification] part of a framework or initiative?	This qualification is underpinned by the National Occupational Standards for Learning Support Practitioners.
Who did we develop the qualification with?	This qualification was developed with LSIS (Learning and Skills Improvement Service).
What opportunities for progression are there?	It allows practitioners to progress into employment or to the following City & Guilds qualifications: 6259-03 Level 3 Certificate for Learning Support Practitioners 6259-06 Level 3 Certificate in Supporting Disabled Learners 6259-07 Level 3 Certificate in Communication Support for Deaf Learners

Structure

To achieve the **Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning**, learners must achieve a minimum of **36** credits. **30** credits from the mandatory units and a minimum of **6** credits from the optional units available.

Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
F/504/0064	316	Knowledge and understanding for supporting literacy and language	6
J/504/0065	317	Knowledge and understanding for supporting numeracy	6
A/504/0113	323	Learning support in lifelong learning contexts: literacy, language and numeracy	6
Y/504/0118	324	Principles of learning support: literacy, language and numeracy	6
K/504/0107	325	Supporting learning: literacy, language and numeracy	6
Optional			
R/504/0067	201	Preparing to support learning	6
L/504/0066	301	Preparing to support learning	6

2   Centre requirements

Approval

If your Centre is approved to offer any of the following qualifications you will receive automatic approval to run the new Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning (6259-05):

6305-20	Level 5 Diploma in Teaching English: Literacy	600/5196/6
6305-22	Level 5 Diploma in Teaching English: Literacy and ESOL	600/5457/8
6305-23	Level 5 Diploma in Teaching Mathematics: Numeracy	600/5458/X
6305-30	Level 5 Diploma in English: Literacy	600/5518/2 600/5659/9
6305-32	Level 5 Diploma in Mathematics: Numeracy	600/5660/5 600/5661/7
6305-34	Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector	600/5664/2
7305-12	Level 5 Diploma in Teaching English (Literacy) in the Lifelong Learning Sector	500/2084/5
7305-14	Level 5 Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector	500/2085/7
7305-15	Level 5 Subsidiary Diploma in Teaching English (Literacy) in the Lifelong Learning Sector	500/3369/4
7305-16	Level 5 Subsidiary Diploma in Teaching English (ESOL) in the Lifelong Learning Sector	500/3311/6
7305-17	Level 5 Subsidiary Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector	500/3367/0
7305-18	Level 5 Diploma in Teaching in the Lifelong Learning Sector (English Literacy)	500/2084/5
7305-19	Level 5 Diploma in Teaching in the Lifelong Learning Sector (English ESOL)	500/2086/9
7305-20	Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics Numeracy)	500/2085/7

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

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

Continuing professional development (CPD)

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

Centre staffing

Staff delivering the qualifications

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

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered

- have at least three years recent relevant experience in the specific area they will be assessing.

- have credible experience of providing training.

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

Trainer / tutors must

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

- have credible experience of providing training.

Internal verifiers must:

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

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

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

Practitioner entry requirements

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

Age restrictions

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

Entry requirements

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. Practitioners should receive appropriate guidance and support so that they are able to access and benefit from undertaking the programme. This may include signposting practitioners to other learning opportunities.

Qualification Delivery

The introductory unit, 201/301 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 (323, 324 and 325).

Two additional units provide the knowledge and understanding required for supporting literacy, language and numeracy (316 and 317). The content from these two units should be combined with the three others as those contain the skills elements of the qualification.

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.

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

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

However, this is a minimum requirement and centres may wish to include a practice requirement for their programme.
All practice must be in the subject of the qualification. At least ten hours of learning support practice should be in the area of literacy and language. At least ten 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 observations totalling a minimum of four hours. Any single observation must be a minimum of forty five 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 learners to start on programmes and achieve units without a practical supporting learning element.

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

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

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

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

3   Delivering the qualification

Initial assessment and induction

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

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

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

Personal skills in English, mathematics and ICT elements

All learning support practitioners should have or be developing personal skills in English, mathematics and ICT at Level 2 (QCF). 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 practitioners will have undergone an initial assessment of these skills on joining the programme. Learning support education teams should provide the opportunity to develop and practice the skills throughout the programme. The skills practised should be appropriate for a practitioner's current role.

Support materials

The following resources are available for this qualification:

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

Recording documents

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

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

4   Assessment

Assessment of the qualification

Practitioner's must:

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

Exemplar assignments for some units, detailed below, are provided but do not have to be used:

Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning

Unit no.	Unit title	Assessment method	Where to obtain assessment materials
201	Preparing to support learning (Level 2) (6)	Portfolio/ exemplar assignment	6259 Assessment pack
301	Preparing to support learning (Level 3) (6)	Portfolio/ exemplar assignment	6259 Assessment pack
316	Knowledge and understanding for supporting literacy and language (Level 3) (6)	Portfolio/ exemplar assignment	6259 Assessment pack
317	Knowledge and understanding for supporting numeracy (Level 3) (6)	Portfolio/ exemplar assignment	6259 Assessment pack
323	Learning support in lifelong learning contexts: literacy, language and numeracy (Level 3) (6)	Portfolio	
324	Principles of learning support: literacy, language and numeracy (Level 3) (6)	Portfolio	
325	Supporting learning: literacy, language and numeracy (Level 3) (6)	Portfolio	

Recognition of prior learning (RPL)

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

5   Units

Structure of units

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

Unit 201   Preparing to support learning

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

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

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

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

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

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

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

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

Unit 301   Preparing to support learning

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

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

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

Learning outcome
The learner will:
2. Understand the values and principles of inclusive learning support

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

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

Learning outcome
The learner will:
3. Understand how to support learning

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

Learning outcome
The learner will:
4. Be able to evaluate and improve learning support practice

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

Unit 316 Knowledge and understanding for supporting literacy and language

UAN:	F/504/0064
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is underpinned by the National Occupation Standards for Learning Support Practitioners.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	This unit aims to develop the practitioner's knowledge and understanding of developing literacy and language skills, methods of support and relevant curricula.
Assessment	An exemplar assignment is available for this unit but is not compulsory. Please see the 6259 assessment pack which can be found on our website.

Learning outcome
The learner will:
1. Understand English language and literacy
Assessment criteria
The learner can:
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.

Range
Key differences – grammar, spelling vocabulary.

Learning outcome
The learner will:
2. Understand standards and curricula relevant to learning English
Assessment criteria
The learner can:
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.
Range
Key features – speaking and listening, reading, writing.

Learning outcome
The learner will:
3. Understand factors that influence and impact on literacy and language learning and use
Assessment criteria
The learner can:
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.

Learning outcome
The learner will:
4. Understand the processes and skills involved in reading, writing, speaking and listening
Assessment criteria
The learner can:
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.

Learning outcome
The learner will:
5.   Understand how literacy and language are learned
Assessment criteria
The learner can:
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.

Range
Ways – conversation, classes, television, CD, audio tapes, visit the country, phrase books, dictionaries.

Unit 316 Knowledge and understanding for supporting literacy and language

Supporting information

Guidance

Use specialist knowledge to identify and address individuals' language and literacy support needs. Use learning support activities relevant to language and literacy support.

Unit 317   Knowledge and understanding for supporting numeracy

UAN:	J/504/0065
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit mapped against the National Occupational Standards for Learning Support Practitioners.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	This unit aims to develop the learner's knowledge and understanding of learning of mathematics, methods of support and relevant curricula.
Assessment	An exemplar assignment is available for this unit but is not compulsory. Please see the 6259 assessment pack which can be found on our website.

Learning outcome
The learner will:
1.   Understand standards and curricula relevant to learning mathematics
Assessment criteria
The learner can:
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.

Range
Key features of common standards – understand and use mathematical information, calculate and manipulate mathematical information, interpret results and communicate mathematical information.

Learning outcome
The learner will:
2. Understand the factors that affect and impact on mathematical learning for adults
Assessment criteria
The learner can:
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.

Range
Key features of learning difficulties and disabilities - visual-spatial difficulties, language processing difficulties.
Techniques – one-to-one support, distance learning, workshops, discrete teaching.

Learning outcome
The learner will:
3. Understand mathematical strategies and methods used in different contexts
Assessment criteria
The learner can:
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.

Range
Strategies – memorising tables, recall, addition facts, subtraction facts, multiplication facts, division facts.
Methods – calculating, checking calculations, estimating.

Learning outcome
The learner will:
4. Understand the mathematical learning process
Assessment criteria
The learner can:
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.

Range
Scaffolding – prompts, aids, additional steps in learning.
Mathematical conventions – notation, symbols, units, labelling charts and graphs.

Unit 323 Learning support in lifelong learning contexts: literacy, language and numeracy

UAN:	A/504/0113
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit mapped against the National Occupational Standards for Learning Support Practitioners.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	This unit aims to develop the learner's knowledge and understanding of the learning support contexts and relationships with other staff. It aims to develop skills in working with others and improving own practice.
Observation and Assessment	This unit requires the practice of practitioners to be observed and assessed in a supporting learning environment. Observations can be formative and summative.

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

Range
Contexts – one to one, group, classroom based, work based, distance/virtual delivery, specialism areas.
Ways – problem solving, evaluation, observation.

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

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

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

Range
Development opportunities – tutorial, support from others, action plan, CPD, reflection.

Unit 324   Principles of learning support: literacy, language and numeracy

UAN:	Y/504/0118
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit mapped against the National Occupational Standards for Learning Support Practitioners.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	This unit aims to develop the learner's knowledge and understanding of key values and principles underpinning learning support practice, the learners and how to promote inclusive and independent learning.
Observation and Assessment	This unit requires the practice of practitioners to be observed and assessed in a supporting learning environment. Observations can be formative and summative.

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

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

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

Range
Ways – needs, background, interests.
Factors – behaviour, peers, diet, drugs, alcohol, welfare, ineffective teaching.

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

Range
Key features – suitable physical environment, resources to meet a range of learning styles, ICT and audio resources.
Ways of communicating – verbal, written, non-verbal, remote.
Ways of encouraging behaviours – positive praise, setting a good example, listening, setting clear limits, humour, choices.
Ways to engage and motivate learners - creating a friendly non-judgmental atmosphere, using a range of teaching styles, having a sense of belonging.
Ways to support learners – reviews, tutorials, group discussion.

Learning outcome
The learner will:
4. Understand how to support independent learning
Assessment criteria
The learner can:
4.1 describe **key features** of independent learning
4.2 explain the importance of literacy, language, numeracy and ICT skills for independent learning
4.3 explain **ways to support** self-advocacy and independent learning in relation to the planning, delivery and review of learning support activities.

Range
Key features – setting goals and deadlines, organising work, evaluating use of time, expressing choices.
Ways to support – listen, advise, discuss, negotiate.

Unit 325 Supporting learning: literacy, language and numeracy

UAN:	K/504/0107
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit mapped against the National Occupational Standards for Learning Support Practitioners
Endorsement by a sector or regulatory body:	This unit is endorsed by the Learning and Skills Improvement Service (LSIS), the Sector Skills Council for education and training.
Aim:	This unit aims to develop the learner's knowledge and understanding of the learning process and the responsibilities of a learning support practitioner. It aims to develop planning, delivery assessment and communication skills.
Observation and Assessment	This unit requires the practice of practitioners to be observed and assessed in a supporting learning environment. Observations can be formative and summative.

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

Range
Key principles – initial assessment, diagnostic, signposting.
Ways – in a taught group, one-to-one tutorial, under supervision, distance learning, self-taught, audio, by observing others.
Key factors – environment, tutor, resources.

Learning outcome
The learner will:
2. Understand the responsibilities of a learning support practitioner in learning programmes

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

Range
Ways – to meet learner need, for a range of learners, to meet qualification criteria.

Learning outcome
The learner will:
3. Be able to use learning support activities to meet the individual needs of learners

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

Learning outcome
The learner will:
4. Be able to communicate with learners and other learning professionals to enhance learning

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

Range
Communication methods - sign language, verbal, non-verbal, communication aids: high and low technology.
Media – ICT, audio, video.
Communicate – verbally, written, using ICT.

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

Range
Ways – to explain a skill, to confirm understanding.

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

Appendix 1 Relationships to other qualifications

Links to other qualifications

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

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

This qualification has connections to the:
- Level 2 Award for Learning Support Practitioners (6259-02)
- Level 3 Award for Learning Support Practitioners (6259-03)
- Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning (6259-04)
- Level 3 Certificate Supporting Disabled Learners (6259-06)
- Level 3 Communication Support for Deaf Learners (6259-07)
- Level 2 Award in Preparing to Support Learning (7320-01)
- Level 3 Level 3 Award in Preparing to Support Learning (7320-02)
- Level 3 Certificate in Learning Support (7320-03)

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:
- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**

Appendix 2 Sources of general information

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

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

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

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

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

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

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

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

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

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

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

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Useful contacts

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

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