

Level 3 Certificate in Communication Support for Deaf Learners (6259-07)

December 2013 Version 1.1



Qualification at a glance

Subject area	Learning Support
City & Guilds number	6259-07
Age group approved	16-18 and 19+
Entry requirements	Trainees are required to be practising in a learning support role with disabled learners. There are no other entry requirements for this qualification. However, all trainee learning support practitioners joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. Trainees should receive appropriate guidance and support so that they are able to access and benefit from undertaking the programme. This may include signposting trainees to other learning opportunities.
Assessment	Portfolio of evidence. Some exemplar assignments are provided in assessment packs for centres to use to evidence the knowledge required for specific units.
Support materials	6259 Level 2/3 Assessment pack 6259 Level 2/3 Answer material pack All documents are available to download from www.cityandguilds.com The assessment and answer packs will be password protected and approved centres / Quality Consultants can access the passwords via the Walled Garden/Online Catalogue.
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates.

Title and level	City & Guilds number	Accreditation number
Level 3 Certificate in Communication Support for Deaf Learners	6259-07	600/7993/9

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	4
	Structure	5
2	Centre requirements	6
	Approval	6
	Centre staffing	7
	Practitioner entry requirements	7
3	Delivering the qualification	10
	Initial assessment and induction	10
	Support materials	10
	Recording documents	11
4	Assessment	12
	Assessment of the qualification	12
	Recognition of prior learning (RPL)	12
5	Units	13
Unit 301	Preparing to support learning	14
Unit 326	Learning support in lifelong learning contexts: communication support for deaf learners	17
Unit 327	Principles of learning support: communication support for deaf learners	21
Unit 328	Supporting learning: communication support for deaf learners	24
Unit 329	Reflective journal	29
Unit 330	Supporting bi-Lingual access	31
Unit 331	Clear speech and notetaking	33
Unit 332	Accessible English for deaf and deafblind people	35
Appendix 1	Relationships to other qualifications	37
Appendix 2	Sources of general information	38



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 Communication Support for deaf Learners confirms competence in providing communication support for deaf learners. This qualification requires trainees to be practising in a learning support role with deaf learners. Providing communication support for 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.
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 deaf learners.
Is the qualification part of a framework or initiative?	This qualification is underpinned by the National Occupational Standards for Learning Support Practitioners.
Who did we develop the qualification with?	This qualification was developed with LSIS (Learning and Skills Improvement Service).
What opportunities for progression are there?	It allows practitioners to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• 6259-03 Level 3 Certificate for Learning Support Practitioners

Structure

To achieve the **Level 3 Certificate in Communication Support for Deaf Learners**, learners must achieve **36** credits from the mandatory units.

Level 3 Certificate in Communication Support for Deaf Learners

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
L/504/0066	301	Preparing to support learning	6
H/504/2986	326	Learning support in lifelong learning contexts: communication support for deaf learners	6
K/504/2987	327	Principles of learning support: communication support for deaf learners	6
M/504/2988	328	Supporting learning: communication support for deaf learners	6
K/601/9364	329	Reflective journal	3
Y/601/9361	330	Supporting bi-Lingual access	3
D/601/9362	331	Clear speech and notetaking	3
H/601/9363	332	Accessible English for deaf and deafblind people	3



2 Centre requirements

Approval

Existing City & Guilds centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

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 a minimum of Level 2 skills in British Sign Language (BSL) and Level 2 skills in English. Practitioners 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. Practitioners 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, 301 Preparing to support learning, should be delivered first. Delivery can be contextualised to supporting 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 deaf learners (326, 327, 328). There are four additional mandatory units covering skills and knowledge related to communication support for deaf learners (329, 330, 331 and 332).

Practice

There is a requirement for 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.

- 301 Preparing to support learning (Level 3)

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

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

- 326 Learning support in lifelong learning contexts: communication support for deaf learners
- 327 Principles of learning support: communication support for deaf learners
- 328 Supporting learning: communication support for deaf learners

Observed and assessed practice

There must be a minimum of four observations totalling a minimum of four hours. Any single observation must be a minimum of forty five minutes.

All observations must be of trainees providing communication support for 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.

- 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 communication 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 communication support sessions or observe the micro communication 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.

- 326 Learning support in lifelong learning contexts: communication support for deaf learners.
- 327 Principles of learning support: communication support for deaf learners.
- 328 Supporting learning: communication support for deaf learners.



3 Delivering the qualification

Initial assessment and induction

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

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

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

Personal skills in English, mathematics and ICT elements

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

Support materials

The following resources are available for this qualification:

Description

Exemplar assignments

Model answers/grading criteria for exemplar assignments

How to access

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

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

Recording documents

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

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

4 Assessment



Assessment of the qualification

Practitioner's **must** have a completed portfolio of evidence for each unit or taken an assignment.

Exemplar assignments are provided for the following units but do not have to be used:

301	Level 3 Preparing to support learning
327	Principles of learning support: communication support for deaf learners
330	Supporting bi-Lingual access
331	Clear speech and notetaking
332	Accessible English for deaf and deafblind people

Level 3 Certificate in Communication Support for Deaf Learners			
Unit no.	Unit Title	Assessment method	Where to obtain assessment materials
301	Preparing to support learning	Portfolio/ exemplar assignment	6259 Assessment pack
326	Learning support in lifelong learning contexts: communication support for deaf learners	Portfolio	N/A
327	Principles of learning support: communication support for deaf learners	Portfolio/ exemplar assignment	6259 Assessment pack
328	Supporting learning: communication support for deaf learners	Portfolio	N/A
329	Reflective journal	Portfolio	N/A
330	Supporting bi-Lingual access	Portfolio/ exemplar assignment	6259 Assessment pack
331	Clear speech and notetaking	Portfolio/ exemplar assignment	6259 Assessment pack
332	Accessible English for deaf and deafblind people	Portfolio/ exemplar assignment	6259 Assessment pack

Recognition of prior learning (RPL)

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



5 Units

Structure of units

These units each have the following:

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

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 326

Learning support in lifelong learning contexts: communication support for deaf learners

UAN:	H/504/2986
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.

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 – work based, classroom based, trips, residential, community based, placement. Generalised – core values and principles, equal opportunity, learner led, knowledge of disabilities/difficulties, language skills. Impact – engagement, participation, inclusion, accessibility, accessibility, equality.

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

Range
Relationship – professional, established boundaries, shared goal, mutual trust and respect, non-dependent. Learner – supported and non-supported. Practitioner – learning support practitioner, communication support worker. Others – other learners, colleagues, other practitioners, parents, safeguarding officers, managers, specialists, carers.

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 person(s) leading the learning to meet identified needs of individual learners 3.2 work with others supporting learners to meet identified needs of individual learners 3.3 share information on learners' progress and achievement with others involved in supporting learners 3.4 review the effectiveness of working relationships in meeting identified needs of individual learners.

Range
Work with – collaboration, shared goals, communication. Identified – stated, ILP, care plan, statement, S139, agreed. Information – relevant, consensual, purposeful. Review – assess, examine.

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

Effectiveness – accessibility, success, outcomes, feedback, appraisal, reflective practice, language.

Identify strengths and areas for development – learning support practice, use of BSL, voice-over techniques.

Plan – scheme, schedule, CPD.

Unit 326 **Learning support in lifelong
learning contexts:
communication support for
deaf learners**

Supporting information

Guidance

For 2.1 – Working with learners effectively and ensuring that the relationship between practitioner and learner does not take priority or become exclusive due to language needs.

Unit 327

Principles of learning support: communication support for deaf learners

UAN:	K/504/2987
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 practitioner's knowledge and understanding of key values and principles underpinning learning support practice, the learners and how to promote inclusive and independent learning.

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 – learner needs, assessment practices, learning environment, accessibility. Values – personal, cultural, social, moral, legal.

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 support 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
Central – learner led, collaborative, individualised support. Factors – ability, motivation, cultural, social, transition. Identified – statement, S139, ILP, tracking documentation, learner led.

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
Inclusive – accessible, stimulating, rewarding, motivating, respectful Communicating – inclusive language, assistive & inclusive technology, multiple modes of communication, BSL, Braille, inclusive resources. Behaviours – inclusive practice, role model, differentiation, multiple perspectives. Engage – personalisation, belonging, consultation. Motivate – reward, target setting, feedback. Articulate – communication, options, discussion, feedback. Enable – technological, discussion, forum, transparent systems.

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

Independent learning – motivated, self-directed study, organisational skills, time management, work load management, personal target setting, action planning and reviews.

Self-advocacy – responsibility, autonomy, self representation, learner voice, learner feedback, self referral.

Unit 328

Supporting learning: communication support for deaf learners

UAN:	M/504/2988
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.

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 of learning – readiness, need/requirement to learn, active learning, reinforcement, effect, goal directed, multi-sensory. Ways people learn – visual, auditory, kinaesthetic, multiple intelligences, observation, second hand interpreted information. Key factors in effective learning – multiple modes of communication, positive learning environment, active learning, accessible language, positive relationships.

Learning outcome

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

<p>Range</p>
<p>Learning programmes – curriculum planning, schemes of work, lesson planning, assessment, outcomes.</p> <p>Identifying learners' needs – ILPs, PCPs, statements, S139, ALSPs (Additional learning support plans), learner led, technical aids, language preferences.</p> <p>Delivery – accessibility, modification of resources, translation, support in establishing and maintaining relationships with tutor(s) and peers, target setting, resource selection.</p> <p>Review – accessibility, modification, translation, tracking documentation, progress review, recommendation, logs and diaries, ALSPs.</p> <p>Recording of achievement and progression – tracking documentation, progress reviews, assessment plans, translation, accessibility.</p>

<p>Learning outcome</p>
<p>The learner will:</p> <p>3. be able to use learning support activities to meet the individual needs of learners.</p>
<p>Assessment criteria</p>
<p>The learner can:</p> <p>3.1 explain how literacy, language, numeracy and ICT can be integrated into learning support activities to meet the individual needs of learners</p> <p>3.2 integrate activities into own learning support practice to enable learners to develop and apply their literacy, language, numeracy and ICT skills</p> <p>3.3 use learning support activities to meet the identified needs of an individual learner.</p>

Range
<p>Integrated – embedded, contextualised, overlapped, schemes of work, lesson plans.</p> <p>Apply – select appropriate resources, modification of resources, accessibility, translation, activities, individualised.</p> <p>Identified needs of an individual learner – tailored support, language preferences, learner led, ILP, ALSP, statement, S139, differentiation.</p>

Learning outcome
<p>The learner will:</p> <p>4. be able to communicate with learners and other learning professionals to enhance learning.</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 use communication methods and media to meet the needs of learners</p> <p>4.2 communicate with other learning professionals to meet learner needs and support progression.</p>

Range
<p>Communication methods and media – language preferences, multiple communication modes, technological aids, social media, personalised communication aids, television, printed media, visual learning environment, tablets, email, video calling.</p> <p>Communicate – keep informed, provide and receive feedback, consult, collaborate.</p> <p>Other learning professionals – teachers, specialist support tutors, peers, communication support workers, British Sign Language interpreters, note-takers, safeguarding officers, mental health practitioners, language service professionals, disability officers.</p>

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
Resources – communication support worker, British Sign Language interpreter, note-taker, iPad, personal communication aids, technological aids, eye gaze, catching confidence, BSL glossary, assistive technologies, inclusive technologies, modified resources. Individual needs of learners – learner led support, individualised, language preferences, accessibility, ILP, ALSP. Adapt resources – identify and match learner’s needs, language preference, accessibility, modification, multiple communication modes. Use resources – to aid understanding and provide clarification, make accessible, reach the learner in their own/preferred language, to make information culturally relevant, ILP, ALSP.

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

Range
Assessment – support needs assessment, ipsative assessment, assessment strategies, initial formative and summative assessment. learning and progression – using assessment to identify learner’s support needs, set targets, identify suitable learning programmes, where progress has been made and to make informed decisions.

Unit 328

Supporting learning: communication support for deaf learners

Supporting information

Guidance

For outcome 3.1:

Embedded – literacy, language, numeracy and ICT are included within activities i.e. a sports student studying running may be asked measure distance using technological aids and as such numeracy and ICT are integrated.

Contextualised – taking the interests, purpose and motivation for learning and using them as a vehicle or context for learning literacy, language, numeracy and ICT i.e. they are a required for the job that you want to do, thus they and the subject become integrated.

Overlapped – is taught/supported separately to subject but they overlap quickly so integration takes place.

UAN:	K/601/9364
Level:	Level 3
Credit value:	3
GLH:	10
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:	The aim of this unit is to enable the learner to identify, self evaluate and maintain their own professional development.

Learning outcome
The learner will: 1. maintain a record of practice, relating to knowledge and understanding gained from other units to application in practice.
Assessment criteria
The learner can: 1.1 produce an account for a minimum of 30 hours practice 1.2 evaluate application of theory to practice in relation to own experience.

Learning outcome
The learner will: 2. self-evaluate own practice, identifying and reflecting on strengths and weaknesses and identifying future improvements.
Assessment criteria
The learner can: 2.1 evaluate own performance with reference to personal objectives 2.2 identify future improvements to own performance.

Learning outcome

The learner will:

3. explore ongoing professional development in personal communication skills for supporting deaf learners.

Assessment criteria

The learner can:

- 3.1 appraise personal success and achievement in the use of a selected communication system over an agreed period of time identifying strengths and weaknesses
- 3.2 produce an action plan justifying the choice of targets, time-scales and courses.

UAN:	Y/601/9361
Level:	Level 3
Credit value:	3
GLH:	20
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:	The aim of this unit is to be able to plan and apply techniques and strategies to support bi-lingual access.

Learning outcome
The learner will:
1. Know and understand preparation techniques for supporting communication between DeafBSL users and hearing people
Assessment criteria
The learner can:
1.1 describe a range of models , which can be used for supporting communication between Deaf and hearing people.
1.2 demonstrate the use of one of the models (within a particular context)
1.3 critically compare the suitability/applicability of models for varying contexts .

Range
Range of models – inclusive language, assistive and inclusive technology, multiple modes of communication, BSL, Braille, inclusive resources, conduit model, bi-lingual bi-cultural model.
Varying contexts – classroom, work based learning, work placement, support services, peer group.

Learning outcome
The learner will: 2. Know and understand a range of concepts, models and methods of working between languages and cultures
Assessment criteria
The learner can: 2.1 explain a range of models used and processes involved in transferring information between languages and cultures 2.2 demonstrate knowledge of potential problematic areas in the process of transferring information between languages and cultures. 2.3 explain how to meet the language requirements of learners.

Range
Potential problematic areas – lack of skills, inability to translate, lack of equivalent words / concepts, lack of voice-over techniques. Language requirements – own language usage, translation, cultural equivalence, visual representation.

Learning outcome
The learner will: 3. Know and understand how to apply a range of strategies appropriate to a variety of contexts
Assessment criteria
The learner can: 3.1 identify which strategies can be applied to specific contexts 3.2 describe how to adapt strategies for a variety of contexts and needs. 3.3 demonstrate knowledge of the skills and strategies required for a variety of contexts 3.4 evaluate suitability of strategies.

Range
Strategies – teaching and learning strategies, support systems, ILP, PCPs, supported learning, tutorials, reviews and self-assessment. Contexts – Use of BSL, voice over techniques, tutorials, liaising with other professionals, creating glossaries, identifying pertinent points, summarising.

UAN:	D/601/9362
Level:	Level 3
Credit value:	3
GLH:	20
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 principles of clear speech and note-taking and techniques and strategies to make them accessible for deaf people.

Learning outcome
The learner will: 1. Understand the principles of clear speech: techniques and strategies
Assessment criteria
The learner can: 1.1 identify the communication difficulties experienced by deaf lip-readers 1.2 identify the principles and key elements of clear speech 1.3 identify strategies for using clear speech to aid communication with a deaf person.

Range
Communication difficulties – regional speech, local dialect, context, obstructions such as facial hair, lack of face to face contact, colloquialism, acronyms, jargon. Principles and key elements – appropriate pace, suitable pitch, tone and volume. Strategies – clarify learner preferences, maintain face to face contact, remove facial obstructions such as not placing hands over mouth or chewing.

Learning outcome

The learner will:

2. Understand the principles of notetaking: skills and strategies.

Assessment criteria

The learner can:

- 2.1 identify the **communication difficulties** experienced by deaf readers
- 2.2 identify the **principles and key elements** of note taking
- 2.3 identify **strategies** for note taking to aid communication with a deaf person.

Range

Communication difficulties – regional speech, local dialect, context, obstructions such as facial hair, lack of face to face contact, colloquialism, acronyms, jargon.

Principles and key elements – appropriate pace, suitable pitch, tone and volume.

Strategies – clarify learner preferences, maintain face to face contact, remove facial obstructions such as not placing hands over mouth or chewing.

Unit 332

Accessible English for deaf and deafblind people

UAN:	H/601/9363
Level:	Level 3
Credit value:	3
GLH:	20
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 key features of written and spoken English and how to make them accessible for deaf and deafblind people.

Learning outcome
The learner will: 1. know the key concepts, structures and discourse features used to describe/analyse English.
Assessment criteria
The learner can: 1.1 describe different structures and grammatical features of spoken and written English 1.2 summarise the conditions under which children learn language effectively 1.3 distinguish language variation in terms of register, style, regional variation and influence of other languages.

Range
Structures and grammatical features – syntax, morphology, punctuation, lexicon, tense. Conditions – grammar, phonetics, phonology, environment, rote learning. Variation - phonology, accent, dialect.

Learning outcome
The learner will: 2. know reasons and techniques for making spoken English accessible for deaf and deafblind people
Assessment criteria
The learner can: 2.1 analyse the factors that affect the deaf/deafblind person's access to spoken English 2.2 explain and evaluate ways of producing spoken language in an accessible form for deaf and deafblind people.
Range
Factors - sensory deprivation, lexicon, grammar, syntax, interpretation, irregularity. Access – second language learning, direct/indirect access, technology, font size, interpretation. Producing – BSL, Braille, Moon, Sign Supported English, Speech-reading, speech-to-text, plain English.

Learning outcome
The learner will: 3. know reasons and techniques for making written English accessible for deaf and deafblind people.
Assessment criteria
The learner can: 3.1 analyse the factors that affect the deaf/deafblind person's access to written English 3.2 evaluate ways of producing written language in an accessible form for deaf and deafblind people.

Range
Access – second language learning, direct/indirect access, technology, font size, interpretation.



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.

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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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

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

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