For the attention of the Functional skills tutors, Essential Skills tutors, Learning Support Tutors.

July 2014

Qualifications

Learning Support (6259)

Level 2 and 3

Number 6259

This news article contains important information:

- Qualifications update

We have received a few queries regarding the structure of the qualifications and would like to remind centres that only the one assignment is needed for the Award. To make things clearer we have put the structure of all the awards in the Assessment packs – please see pages 7-10.

Please see the qualification structures listed below for information.
Structure of the awards

To achieve the Level 2 Award for Learning Support Practitioners (6259-02), practitioners must achieve 6 credits from the mandatory unit.

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>R/504/0067</td>
<td>201</td>
<td>Preparing to support learning</td>
<td>6</td>
</tr>
</tbody>
</table>

To achieve the Level 3 Award for Learning Support Practitioners (6259-03), practitioners must achieve 6 credits from the mandatory unit.

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>L/504/0066</td>
<td>301</td>
<td>Preparing to support learning</td>
<td>6</td>
</tr>
</tbody>
</table>
To achieve the **Level 3 Certificate for Learning Support Practitioners 6259-04)**, practitioners must achieve a minimum of 30 credits. 18 credits must come from (303-304, 313). A minimum of 6 credits must come from optional group 1 (201 or 301) and a minimum of 6 credits must come from optional group 2 (202, 205, 207-208, 305, 309, 311, 314-315).

### Level 3 Certificate for Learning Support Practitioners

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K/504/0110</td>
<td>303</td>
<td>Learning support in lifelong learning contexts</td>
<td>6</td>
</tr>
<tr>
<td>R/504/0120</td>
<td>304</td>
<td>Principles of learning support</td>
<td>6</td>
</tr>
<tr>
<td>D/504/0072</td>
<td>313</td>
<td>Supporting learning</td>
<td>6</td>
</tr>
<tr>
<td><strong>Optional Group 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R/504/0067</td>
<td>201</td>
<td>Preparing to support learning</td>
<td>6</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L/504/0066</td>
<td>301</td>
<td>Preparing to support learning</td>
<td>6</td>
</tr>
<tr>
<td><strong>Optional Group 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K/504/0060</td>
<td>202</td>
<td>Inclusive approaches to providing information</td>
<td>1</td>
</tr>
<tr>
<td>T/504/0062</td>
<td>205</td>
<td>Skills check and signposting for English, mathematics and ICT needs</td>
<td>1</td>
</tr>
<tr>
<td>M/504/0061</td>
<td>207</td>
<td>Organisational approaches to meeting English, mathematics and ICT learning needs</td>
<td>1</td>
</tr>
<tr>
<td>T/504/0059</td>
<td>208</td>
<td>English, mathematics and ICT needs for life, learning and work</td>
<td>2</td>
</tr>
<tr>
<td>R/504/0578</td>
<td>305</td>
<td>Equality and diversity</td>
<td>6</td>
</tr>
<tr>
<td>D/504/0069</td>
<td>309</td>
<td>Practice based investigation</td>
<td>6</td>
</tr>
<tr>
<td>Y/504/0071</td>
<td>311</td>
<td>Supporting learners in an area of specialism</td>
<td>6</td>
</tr>
<tr>
<td>T/504/5511</td>
<td>314</td>
<td>Preparing for the mentoring role</td>
<td>3</td>
</tr>
<tr>
<td>R/504/0070</td>
<td>315</td>
<td>Understanding and managing behaviours in a learning</td>
<td>6</td>
</tr>
</tbody>
</table>
To achieve the **Level 3 Certificate for Learning Support Practitioners (6259-05)**, practitioners must achieve a minimum of 30 credits. 18 credits must come from (303-304, 313). A minimum of 6 credits must come from optional group 1 (201 or 301) and a minimum of 6 credits must come from optional group 2 (202, 205, 207-208, 305, 309, 311, 314-315).

### Level 3 Certificate for Learning Support Practitioners

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K/504/0110</td>
<td>303</td>
<td>Learning support in lifelong learning contexts</td>
<td>6</td>
</tr>
<tr>
<td>R/504/0120</td>
<td>304</td>
<td>Principles of learning support</td>
<td>6</td>
</tr>
<tr>
<td>D/504/0072</td>
<td>313</td>
<td>Supporting learning</td>
<td>6</td>
</tr>
<tr>
<td><strong>Optional Group 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R/504/0067</td>
<td>201</td>
<td>Preparing to support learning</td>
<td>6</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L/504/0066</td>
<td>301</td>
<td>Preparing to support learning</td>
<td>6</td>
</tr>
<tr>
<td><strong>Optional Group 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K/504/0060</td>
<td>202</td>
<td>Inclusive approaches to providing information</td>
<td>1</td>
</tr>
<tr>
<td>T/504/0062</td>
<td>205</td>
<td>Skills check and signposting for English, mathematics and ICT needs</td>
<td>1</td>
</tr>
<tr>
<td>M/504/0061</td>
<td>207</td>
<td>Organisational approaches to meeting English, mathematics and ICT learning needs</td>
<td>1</td>
</tr>
<tr>
<td>T/504/0059</td>
<td>208</td>
<td>English, mathematics and ICT needs for life, learning and work</td>
<td>2</td>
</tr>
<tr>
<td>R/503/5788</td>
<td>305</td>
<td>Equality and diversity</td>
<td>6</td>
</tr>
<tr>
<td>D/504/0069</td>
<td>309</td>
<td>Practice based investigation</td>
<td>6</td>
</tr>
<tr>
<td>Y/504/0071</td>
<td>311</td>
<td>Supporting learners in an area of specialism</td>
<td>6</td>
</tr>
<tr>
<td>T/503/5511</td>
<td>314</td>
<td>Preparing for the mentoring role</td>
<td>3</td>
</tr>
<tr>
<td>R/504/0070</td>
<td>315</td>
<td>Understanding and managing behaviours in a learning</td>
<td>6</td>
</tr>
</tbody>
</table>
To achieve the **Level 3 Certificate for Learning Supporting Disabled Learners, (6259-06)**, practitioners must achieve a minimum of **36 credits**. **30 credits** from the mandatory units and a minimum of **6 credits** from the optional units.

**Level 3 Certificate in Supporting Disabled Learners**

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>J/504/0115</td>
<td>318</td>
<td>Principles of learning support: disabled learners</td>
<td>6</td>
</tr>
<tr>
<td>R/504/0012</td>
<td>319</td>
<td>Learning support in lifelong learning contexts: disabled learners</td>
<td>6</td>
</tr>
<tr>
<td>K//504/0074</td>
<td>320</td>
<td>Supporting learning: disabled learners</td>
<td>6</td>
</tr>
<tr>
<td>Y/504/0068</td>
<td>321</td>
<td>Supporting disabled learners</td>
<td>6</td>
</tr>
<tr>
<td>D/504/0122</td>
<td>322</td>
<td>Supporting learners with learning disabilities</td>
<td>6</td>
</tr>
</tbody>
</table>

**Optional**

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>R/504/0067</td>
<td>201</td>
<td>Preparing to support learning</td>
<td>6</td>
</tr>
<tr>
<td>L/504/0066</td>
<td>301</td>
<td>Preparing to support learning</td>
<td>6</td>
</tr>
</tbody>
</table>

To achieve the **Level 3 Certificate in Communication Support for Deaf Learners, (6259-07)**, practitioners must achieve **36 credits** from the mandatory units.

**Level 3 Certificate in Communication Support for Deaf Learners**

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