

Proposal for an initial training qualification

**Certificate in Learning Support (Communication
Support Worker)**



Glossary of terms

Award

A qualification within the Qualifications and Credit Framework (QCF). The qualification has a value between 1 and 12 credits (see also Certificate).

Certificate

A qualification within the QCF. The qualification has a value between 13 and 36 credits (see also Award).

Credit (award of)

A method of recognising learner achievement. Within the QCF, credit is awarded for the successful completion of units of assessment. One credit represents the notional equivalent of 10 hours of learning

D/deaf learner

A learner who has a severe or profound hearing loss or whose residual hearing is so minimal that they may not use speech for communication. The degree of hearing loss will vary with each learner, as will the ability to use auditory and visual cues to understand spoken communication.

Learning support

Learning support contributes to the provision of inclusive learning opportunities. It enables identified learning needs to be met and learners' independence, achievement and progression to be promoted.

Learning support practitioner

This term is used to denote a person who performs a learning support role. Learning support practitioners work directly with the learners, within the learning process and under the direction of the person(s) leading the learning.

Learning support roles

Lifelong Learning UK was able to identify two learning support roles:

* **A generalist role:** the practitioner has knowledge, understanding and skills across a wide range of provision and contributes to the support of learners with a range of differing needs and / or over a range of settings.

* **A role with a subject specific remit or context:** the practitioner has knowledge, understanding and skills in a particular area or aspect of learning provision. The practitioner applies their expertise mainly to this particular area or aspect of provision.

Most responsibilities are common to both roles, but are contextualised for the role with an area of specialism.

Legacy qualifications

Qualifications which have been superseded by the introduction of the new initial qualification for learning support practitioners.

Lifelong learning sector

This refers to community learning and development, further education, higher education, libraries, archive and information services and work based learning. It also includes offender learning and learning provision in the voluntary sector.

Units of assessment

A unit is defined as a coherent and explicit set of learning outcomes and related assessment criteria with a title, credit value and level. Within the QCF the term 'unit' refers to a unit of assessment. Units for the QCF share a common set of characteristics; are submitted on a template and can be combined to support the creation of coherent programmes of learning and qualifications.

Mandatory units are those in which credit must be achieved in order to meet the requirements of a qualification.

Optional units are those that a learner may select in order to achieve credits that meet the requirements of a qualification.

Abbreviations and acronyms	Meaning	Definition
AB /AO	Awarding body / Awarding Organisation	Body recognised by the Qualifications Regulators (Ofqual, Council for the Curriculum Examinations & Assessment (CCEA) and Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS)) to award qualifications in the QCF.
AI	Awarding institutions	Any organisation that can award a qualification, including awarding bodies and higher education institutions.
AP(E)L	Accreditation of Prior (Experiential) Learning	The process of recognition of someone's prior qualifications and/or experience.
CAT(s)	Credit Accumulation and Transfer (system)	The process by which learners can accumulate credit and use it towards a full or further qualification.
DBIS	Department for Business, Innovation and Skills	Government department that oversees the lifelong learning sector.
GLH	Guided learning hours	Hours in which a teacher/tutor/trainer is present and contributing to the learning process. The Learning and Skills Council currently funds on the basis of GLH.
HEI	Higher education institution	The term for an individual university or college of higher education.
LLUK	Lifelong Learning UK	The Sector Skills Council responsible for the development of standards and qualifications frameworks for teachers, tutors and trainers in the UK lifelong learning sector.
QCF	Qualifications and Credit Framework	This is a unit-based framework and is underpinned by a system of credit accumulation and transfer, enabling learners to 'bank', 'build' or 'save' credit awarded for achievement. There are 9 levels within the QCF covering entry level to level 8.
RP(E)L	Recognition of Prior (Experiential) Learning	The process of recognition of someone's prior qualifications and/or experience.

The specialist learning support practitioner role: Communication Support Worker (CSW)

LLUK reported in their guidance for awarding institutions on learning support practitioner roles and initial training qualifications:

It was clear from the available research that many learning support practitioners undertake responsibilities, which relate to particular learners, subjects or contexts.

Learners, practitioners and their employers value this specialism. They recognise that this knowledge and expertise plays an important role for the inclusion, participation, independence and self-determination of learners. They also recognise that this specialist knowledge and expertise may be greater than that of the person leading the learning, whose focus may be more general or in another area of specialism.

Of course, the two would be complementary. It is clear that a specialist practitioner needs a significant amount of training and/or experience. However, there is an opportunity to identify and define new specialist roles where sector employers see a need.

There are current learning support practitioner roles that could be considered as specialist roles. Many of these are concerned with learners with learning difficulties and/or disabilities. The role of a communication support worker (CSW) is a case in point.

Who is a CSW?

Communication Support Workers work in education; in schools, colleges and universities, supporting Deaf learners to communicate with their teachers and other learners. CSWs work as part of the education team alongside other professionals, such as Teachers of the Deaf (TODs), Speech and Language Therapists (SALTs), and Audiologists.

Duties typically include:

- Supporting D/deaf learners by enabling communication between spoken English and BSL, notetaking and lipspeaking.
- Supporting D/deaf learners with understanding and producing written material in

class

- Adapting learning materials so that D/deaf learners understand them more easily
- Suggesting ways that the school or college environment can be improved to make it easier for D/deaf learners to use hearing aids or lipread.

Senior CSWs often co-ordinate a communication support team and carry out related administrative duties

Rationale to support a new qualification for CSWs:

Research has indicated that deaf students in further education face too many barriers¹. LSC data indicates that deaf students are underrepresented on all but level one courses. In the academic year 2007/8 there were 39% fewer deaf students on level three courses than on level one courses.² For those with a visual impairment the decrease was only 7%. For non-disabled students the numbers actually increased by 180%. As a proportion of the numbers enrolled on level one courses, deaf students are clearly underrepresented at higher levels. Assuming the same ratio of level one to level three students in 2009/10 apply as in 2007/8, the *maximum* percentage of deaf students who could have progressed from level one to three would be 61%. This is not an issue of ability. In the same year 82% of deaf students between 16-18 years old successfully completed their course. The problem is that deaf students are clearly facing too many barriers. For those who are profoundly deaf or who use BSL as their first language, the barriers are almost certainly higher.

Problems can also occur before a course is undertaken. A 2009 study for the Scottish government highlights an issue that is just as pertinent to students in England as those in Scotland: 'the statistics do not show a higher withdrawal rate for deaf students compared to all students. Nevertheless, there is much anecdotal evidence of deaf students being put off attending Further Education because of lack of resources ...one school/ FE transition worker reported that it was "quite common",

¹ In relation to the LSC figures 'deaf' refers to all of those students who identify themselves as having a 'hearing impairment'.

² These figures relate to the numbers of students in Further Education in the North West in the academic year 2007/8.

in their experience, for individual colleges to tell deaf young people that they can only have a place if an interpreter can be found'.³

Research carried out by Signature found that there is a shortage of appropriately qualified CSWs across all sectors of education. In addition, due to the absence of nationally recognised and accredited training for CSWs, employers have reported confusion about the role and suitable qualifications. From a sample of nine local authorities, seven different job titles were quoted for staff working in a support capacity with deaf children and young people in education, illustrating the confusion amongst employers regarding appropriate qualifications.

The Government has accepted that there is a need for an accredited initial professional development opportunity to be available for those undertaking this role. Funding has been made available by the DCSF to The I-Sign Project, whose overall aim is to improve BSL provision and status for deaf children and families.

An important part of this training will be a focus on how learning support practitioners work with and under the direction of others to ensure their role is effective. This is a separate concern to how they are managed.

CSW Workforce:

The Association of Colleges reports that there are currently 356 colleges in England and 429 in the UK as a whole – these are listed below:

Number of Colleges in England by type (2009)

- 233 general further education colleges (GFE)
- 93 Sixth Form Colleges (SFC)
- 16 land-based Colleges (AHC)
- 4 art design and performing arts Colleges (ADPAC)
- 10 special designated colleges (SD)

Potentially, every college in England could have deaf students needing communication support in the form of a CSW.

Historically deaf students attended specialist schools and colleges but, with the advent of policies of integration into mainstream education and the introduction of

³ British Sign Language and Linguistic Access Working Group, *Linguistic Access to Education for Deaf Pupils and Students in Scotland*, [online], (Edinburgh, 2009) at: <http://www.scotland.gov.uk/Publications/2009/02/11155449/0>, accessed on 30/03/09.

disability legislation including the Disability Discrimination Act 1995 (DDA), SENDA, more deaf students now attend mainstream colleges than ever before.

It is very difficult to give a precise figure for the number of CSWs currently working in the further education sector. Many of the present CSW workforce are members of NATED, whose membership is currently approximately 250. ACSW also currently has approximately 100 members, but it is recognised that some of these will also be members of NATED.

However, it is estimated that an equal number of working CSWs are not members of either NATED or ACSW.

From a small-scale research undertaken by ACSW, the number of staff working in a CSW role varies by institution, but is between 4 and 27.

Research undertaken by Signature shows the number of staff working in a CSW role as between 7 and 24 per institution.

If the average number of CSWs is estimated to be 10 per institution, and the average number of colleges with deaf students needing communication support is estimated at 50% of the total number of colleges, i.e. 178, then potentially there is a CSW workforce of 1780 in England.

Even if the number of staff working in a CSW role was reduced to 5 per institution, and the number of colleges with deaf students needing communication support was reduced to 25%, i.e. 89, that would still equate to a potential CSW workforce of 445, which is nearer to the earlier estimation that presently approximately 50% of the CSW workforce are members of NATED or ACSW.

Section 2
Initial Training Qualifications

This section details the initial qualifications for learning support practitioners working to support deaf learners. The qualification is at level 3.

The Level 3 Certificate in Learning Support (Communication Support Worker)

Title of qualification

Level 3 Certificate in Learning Support (Communication Support Worker)

National awarding bodies are required to use this title. Higher Education institutions can name their own qualifications, but are encouraged to adopt similar terminology so that practitioners and employers are able to identify appropriate qualifications.

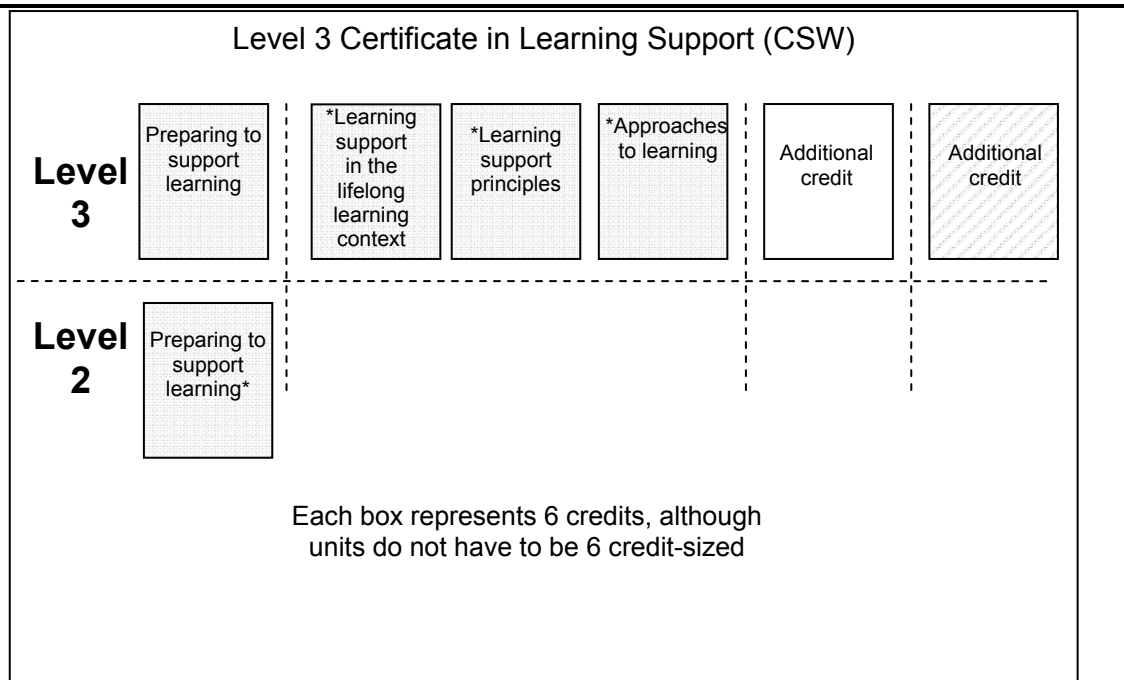
Credit value

The qualification has a credit value of 36. It comprises mandatory units. A maximum of 6 credits may be achieved at level 2, with the remaining 30 to be achieved at a minimum of level 3.

The mandatory unit titled *Preparing to Support Learning* may be taken at level 2. The three mandatory units titled *Learning Support in the Lifelong Learning Context*, *Learning Support Principles* and *Approaches to Learning* must be taken at level 3 and **will be contextualised to meet the needs of the Communication Support Worker**.

Units of assessment

The qualification comprises four x 6 credit mandatory units and additional mandatory units with a total credit value of 12.



***Units will be contextualised to meet the needs of CSWs**

Mandatory units of assessment	
Preparing to support learning	This mandatory unit can be achieved at either level 2 or level 3. It has a credit value of 6. This unit should be taken first in order to meet the needs of those new to a learning support practitioner role. Each unit is offered at level 3 and has a credit value of 6. The content of these three remaining mandatory units can be covered in any order. Providers may therefore choose to adopt a holistic approach when designing any taught or blended programme. These three units can be contextualised to meet the needs of the CSW
Learning support in the lifelong learning context	
Principles of learning support	
Approaches to learning	

Additional Units of Assessment:	Credit value:
Accessible English for Deaf and Deafblind people (L304)	Each unit is offered at level 3 and has a credit value of 3.
Reflective Journal	
Enabling/ Supporting Bi-lingual Access	
Clear Speech/ Notetaking Skills	

Qualification design

The Level 3 Certificate in Learning Support (CSW) contains mandatory credit. The introductory unit, *Preparing to Support Learning*, should be delivered first. This could be combined with additional units to provide a particular focus for the introductory part of a programme. A holistic approach may be taken by awarding organisations with the three remaining mandatory units and the additional mandatory credit. Rules of combination specify the current range of additional units of assessment.

Entry requirements

A minimum of BSL level 2 is essential for candidates studying this certificate. BSL level 3 is desirable. Candidates should also have English at level 2.

Candidates without BSL level 3 at entry are strongly recommended to achieve BSL level 3 either whilst training or shortly after achieving the certificate. Those who work/intend to work in establishments where learners using BSL are the norm should gain BSL at level 3 alongside this qualification.

Learning support practice (CSW)

Practice should provide experience of working with individual deaf learners. Trainees should undertake at least 30 hours of learning support practice. This can be achieved through a range of means, which may include:

- employed practice
- voluntary practice
- placements into a learning support role.

Observation of learning support practice

A trainee's practice should be observed on at least two occasions. Both observations should be evenly spaced throughout the training with one observation taking place towards the end of the training.

The following guidelines offer direction for the context of learning support practice:

- learning support is directed by a person who is leading the learning
- the learning support practitioner (CSW) has access to specialist expertise where relevant, which would include other learning support practitioners, teachers and those in a range of learner support roles
- the learning support practitioner (CSW) is practising in a context that allows him/her to meet the standards that must be achieved within the qualification

Guided learning hours

180 - 210 hours

Rules of combination

Level 3 Certificate in Learning Support (CSW)		
Total credit value of qualification: 36 credits		
Credit value at level 2	6 maximum	
Credit value at level 3	30 - 36	
Credit value of mandatory units	36	
Credit value of optional units	Not applicable	
Group 1 mandatory units	Level	Credits
	Preparing to support learning	6
	Learning support in the lifelong learning context	6
	Principles of learning support	6
	Approaches to learning	6
Group 2 Additional mandatory units		
	Level	Credits
	Accessible English for Deaf and Deafblind People (L304)	3
	Clear Speech & Notetaking skills	3
	Enabling/Supporting Bi-lingual Access	3
Reflective Journal	3	3

Title of qualification:**Level 3 Certificate in Learning Support (Communication Support Worker)**

National awarding bodies are required to use this title. Higher Education institutions can name their own qualifications, but are encouraged to adopt similar terminology so that trainee practitioners and employers are able to identify appropriate qualifications.

Credit value

The qualification has a credit value of 36. It comprises mandatory units.

The mandatory unit entitled Preparing to Support Learning may be taken at either level 2 or level 3.

The mandatory units entitled *learning support in the lifelong learning context*, *learning support principles* and *approaches to learning*, must be taken at level 3 and **will be contextualised towards CSWs**.

Units of assessment

The qualification comprises four mandatory units and additional unit(s) with a credit value between 6 (minimum) and 12 (maximum).

Level 3 Certificate in Learning Support (Communication Support Worker)						
Level 3	Preparing to support learning	*Learning support in the lifelong learning context	*Principles of learning support	*Approaches to learning	Additional Credit	Additional Credit
Level 2	Preparing to support learning					

Each box represents 6 credits although additional units do not have to be 6 credit-sized.

***Units will be contextualised to meet the needs of CSWs**

Units: All mandatory

Unit Title: Preparing to support learning
Level: 2 or 3 Credit Value: 6

Unit Title: Learning support in lifelong learning contexts (contextualised)
Level: 3 Credit Value: 6

Unit Title: Principles of learning support (contextualised)
Level: 3 Credit Value: 6

Unit Title: Approaches to learning (contextualised)
Level: 3 Credit Value: 6

Unit Title: Accessible English for Deaf and Deafblind People (L304)
Level: 3 Credit Value: 3

Unit Title: Reflective Journal (undergoing development)
Level: 3 Credit Value: 3

Unit Title: Enabling/ Supporting Bi-lingual Access (undergoing
development)
Level: 3 Credit Value: 3

Unit title: Clear Speech/ Notetaking skills (undergoing development)
Level: 3 Credit Value: 3

Unit Title: Preparing to support learning**Level: 3****Credit Value: 6**

This unit has five learning outcomes:

Unit aims:

This unit aims to develop the learner's knowledge and understanding of key issues relating to learning support practice and to enable the learner to evaluate and improve learning support practice.

Standards mapping:

AP1, AK 1.1, 1.2, 1.3, AP2, AK2.1, 2.2, 2.3, AP4, AK4.1, AP5, AK5.1, 5.2, 5.3, AP6, AK6.1, 6.2,

AP7, AK7.1, AP7, AK8.1, 8.2, 8.3, AP9, AK9.1, 9.2, AP11, AK11.1, AP12, AK12.1, 12.2, 12.3,

AP13, AK13.1, 13.2, AP15, AK15.1, 15.2, AP16, AK16.1, 16.2, AP17, AK17.1, 17.2, 17.3

BP1, BK 1.1, 1.2, 1.3, BP2, BK2.1, 2.2, BP3, BK3.1, 3.2, 3.3, BP4, BK4.1, 4.2, 4.3, BP5, BK5.1,

5.2, BP6, BK 6.1

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate knowledge and understanding of lifelong learning	1.1 Explain the contribution of learning support in raising learner achievement. 1.2 Discuss the value of learning for individual learners. 1.3 Describe a range of progression routes and opportunities for learners in own context.
2. Demonstrate knowledge and understanding of learning support practice	2.1 Explain key responsibilities of a learning support practitioner 2.2 Explain how to work with others to support learning in a particular context. 2.3 Identify key aspects of relevant current legislative requirements and organisational codes of practice within a particular context.
3. Demonstrate knowledge and understanding of key support practice principles underpinning learning support practice	3.1 Discuss values and principles, which underpin learning support practice. 3.2 Explain key features of an inclusive learning environment. 3.3 Describe strategies to promote independent learning and self-determination.

	<p>3.4 Explain the importance of effective communication strategies.</p> <p>3.5 Explain the importance of literacy, language, numeracy, ICT and wider key skills for independent learning.</p>
4. Demonstrate knowledge and understanding of approaches to learning	<p>4.1 Explain how individual learner needs may be addressed through the planning, delivery, assessment and review of learning.</p> <p>4.2 Explain how a learning support practitioner may contribute to the planning, delivery, assessment and review of learning.</p> <p>4.3 Explain how to use learning support activities to engage and motivate learners.</p> <p>4.4 Explain how to address individual learner needs through the selection, adaptation, use and review of resources, including assistive technologies and ICT.</p> <p>4.5 Describe the effective use of a range of communication strategies including the use of assistive technologies and ICT.</p>
5. Demonstrate knowledge and understanding of how to evaluate and improve learning support practice	<p>5.1 Reflect on the effectiveness of an observed learning support session.</p> <p>5.2 Reflect on own strengths and development needs in relation to learning support practice.</p> <p>5.3 Plan for opportunities to meet own development needs in literacy, numeracy, ICT and wider key skills.</p>

Unit Title: Learning support in lifelong learning contexts (Communication Support Worker)

Level: 3

Credit Value: 6

This unit has six learning outcomes

Unit aims:

This unit aims to develop the learner's knowledge and understanding of the nature, purpose and key features of learning support in different lifelong learning contexts and to enable the learner to evaluate and improve learning support practice.

Standards mapping:

AP1

AK 1.4, AP2, AK2.1, AP4, AK4.1, AP7, AK7.1, AP9, AK9.1, AP12, AK12.1, 12.2, 12.3, AP13, AK13.1, 13.2, AP14, AK14.1, AP15, AK15.1, 15.2, AP16, AK16.2, AP17, AK17.1, 17.2, 17.3

BP1, BK 1.1, 1.2, 1.3, BP2, BK2.2, BP3, BK3.1, 3.2, BP7, BK7.2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate knowledge and understanding of the nature and purpose of learning support in a range of contexts	1.1 Identify key features of a range of learning and teaching settings, which provide a context for learning support. 1.2 Explain the potential impact of learning support practice on the quality of provision in a particular context. 1.3 Explain key features of successful collaborative approaches to the planning and delivery of learning support in a range of contexts.
2. Demonstrate knowledge and understanding of the role of context in learning support	2.1 Explain key factors, which inform strategies for learning and teaching in a range of settings, identifying barriers and boundaries. 2.2 Explain how the nature of learning support provision may vary in different contexts. 2.3 Identify benefits and limitations of thematic approaches to learning support. 2.4 Explain ways in which learning can be generalised and transferred between different settings.

<p>3. Demonstrate knowledge and understanding of the role and responsibilities of a learning support practitioner</p>	<p>3.1 Explain the relationship between the learning support practitioner and the person leading the learning.</p> <p>3.2 Explain the relationship between own role and the roles of other relevant parties in supporting learning.</p> <p>3.3 Explain own responsibilities with reference to current and relevant legislation and codes of practice within a particular context.</p>
<p>4. Demonstrate knowledge and understanding of how to work with others to support learning</p>	<p>4.1 Work with other relevant parties to support individual learning needs, demonstrating good practice.</p> <p>4.2 Communicate effectively with appropriate and relevant parties to meet the needs of learners.</p>
<p>5. Demonstrate and understand knowledge of ways that literacy, language, numeracy and ICT knowledge and skills both impact on and may be developed through learning in different contexts</p>	<p>5.1 Identify ways in which own knowledge, understanding and personal skills in literacy, language, numeracy and ICT impact on learning and teaching processes.</p> <p>5.2 Plan appropriate development opportunities to improve own knowledge, understanding and personal skills in literacy, language, numeracy and ICT in order to effectively support learners.</p>
<p>6. Demonstrate knowledge and understanding of how to evaluate and improve own learning support practice in a range of contexts</p>	<p>6.1 Reflect on the effectiveness of own learning support practice in different settings drawing on a range of indicators including the views of learners and colleagues.</p> <p>6.2 Identify and plan for opportunities to improve own practice.</p>

Unit Title: Principles of learning support (Communication Support Worker)

Level: 3

Credit Value: 6

This unit has six learning outcomes.

Unit aims:

This unit aims to develop the learner's knowledge and understanding of key values and principles underpinning learning support practice, key features of an inclusive learning environment and how to promote inclusive and independent learning.

Standards mapping:

AP1, AK 1.5, AP2, AK2.1, 2.2, 2.3, 2.4, 2.5, AP3, AK3.1, 3.2, 3.3, AP4, AK4.1, AP5, AK5.1, 5.3, AP6, AK6.1, AP7, AK7.1, AP9, AK9.1, 9.2, AP10, AK10.1, 10.2, 10.3, AP11, AK11.1, AP16, AK16.2

BP1, BK 1.2, BP2, BK2.1, 2.2, BP4, BK4.1, BP5, BK5.1, 5.2, 5.3, BP6, BK6.1

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate knowledge and understanding of the values and principles that underpin learning support practice	1.1 Explain the values and principles, which underpin effective learning support practice. 1.2 Reflect on the impact of own values and judgements on learning support practice.
2. Demonstrate knowledge and understanding of learners and their learning support needs	2.1 Explain how the learner is central to the process in the negotiation, planning and delivery of learning support. 2.2 Explain how social, cultural and personal factors, including limited literacy, language numeracy and ICT skills can impact on learner motivation, confidence and achievement within a specified learning programme. 2.3 Use varied learning support strategies flexibly to support the needs of learners.
3. Demonstrate knowledge and understanding of key features of an inclusive learning environment	3.1 Explain key features of an inclusive learning environment. 3.2 Explain the responsibilities of the learning support practitioner in promoting an inclusive learning environment. 3.3 Explain how to use communication to promote inclusive learning, including the use of ICT and assistive technology.

<p>4. Demonstrate knowledge and understanding of how to promote inclusive learning</p>	<p>4.1 Explain ways in which particular strategies, including the use of technology, can enhance learning.</p> <p>4.2 Explain ways of encouraging behaviours that contribute to an inclusive learning environment.</p> <p>4.3 Explain the use of a range of inclusive learning strategies to engage and motivate learners.</p> <p>4.4 Identify opportunities and strategies, which enable learners to provide feedback to inform practice.</p>
<p>5. Demonstrate knowledge and understanding of how to promote independent learning</p>	<p>5.1 Explain ways in which learning support practitioners may promote self-advocacy for learners in relation to the planning, implementation and review of learning activities.</p>
<p>6. Understand and demonstrate a knowledge of ways that inclusive and independent learning may be enabled through the development and application of knowledge and skills in literacy, language, numeracy and ICT</p>	<p>6.1 Discuss the importance of literacy, language, numeracy and ICT skills for inclusive and independent learning</p> <p>6.2 Explain inclusive approaches to supporting learner development of literacy, language, numeracy, ICT and wider key skills.</p>

Unit Title: Approaches to learning (Communication Support Worker)

Level: 3

Credit Value: 6

This unit has five learning outcomes:

Unit aims:

This unit aims to develop the learner's knowledge and understanding of the learning process, the planning delivery and assessment cycle and the use of strategies and resources to support inclusive learning.

Standards mapping:

AP1, AK 1.2, 1.5, AP2, AK2.1, 2.2, 2.3, 2.4, 2.5, AP3, AK3.1, AP4, AK4.1, AP5, AK5.1, 5.2, 5.3, AP7, AK7.1, AP9, AK9.1, AP14, AK14.1, AP15, AK15.1, AP16, AK16.1, AP17, AK17.3

BP1, BK 1.1, 1.3, BP2, BK2.1, 2.2, BP4, BK4.1, 4.2, 4.3, BP5, BK5.1, 5.2, BP6, BK6.1, 6.2, BP7, BK7.1

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate knowledge and understanding of the learning process (of the deaf learner)	1.1 Explain key principles of learning. 1.2 Explain key factors in effective learning.
2. Demonstrate knowledge and understanding of the planning, delivery and assessment cycle of a learning programme	2.1 Explain the process for negotiating and agreeing individual learning goals. 2.2 Explain the planning, delivery, assessment and review cycle of an identified learning programme. 2.3 Describe approaches to assessment, which promote learning and progression. 2.4 Explain the roles and responsibilities of a learning support practitioner and of other relevant parties in the planning, delivery and assessment of a learning programme 2.5 Contribute to the planning, recording and review of learning support provision, which meets the individual needs of learners.
3. Demonstrate knowledge and understanding of strategies to support learning	3.1 Use a range of appropriate strategies, including e-learning, to engage and motivate learners. 3.2 Use different types of assessment for and

	<p>of learning to meet the individual needs of learners.</p> <p>3.3 Use of a range of learner-centred and applied activities for developing, practising and applying literacy, language numeracy and ICT skills.</p> <p>3.4 Support the recording and reporting of learner progress and achievement in line with internal and external requirements.</p>
<p>4. Demonstrate knowledge and understanding of how to use resources inclusively</p>	<p>4.1 Explain ways in which resources, including e-learning resources and those using new technologies, can be used to meet particular learning needs, identifying benefits and limitations.</p> <p>4.2 Adapt learning resources, as appropriate, working with the person leading the learning and the learners.</p>
<p>5. Understand and demonstrate knowledge of ways to promote effective learning through support for the development of learners' literacy, language, numeracy, ICT and wider key skills</p>	<p>5.1 Explain how literacy, language, numeracy, ICT and wider key skills can be developed through their integration in learning support practice.</p> <p>5.2 Integrate support for learners' literacy, language, numeracy, ICT and wider key skills into learning support practice as appropriate.</p>

Unit Title: Accessible English for Deaf and Deafblind People (L304)

Level: 3

Credit Value: 3

This unit has three learning outcomes:

Unit aims:

This unit aims to develop the learner's knowledge of issues around access to English for deaf and deafblind people, including:

- knowledge of concepts and structures for describing/analysing English;
- issues around access to spoken English, and ways of making spoken English accessible;
- issues around access to written English, and ways of making written English accessible

Standards mapping: C

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Know the key concepts, structures and discourse features used to describe/analyse English.	1.1 Identify different structures and grammatical features of spoken and written English. 1.2 Summarise the conditions under which children learn language effectively. 1.3 Recognise language variation in terms of register, style, regional variation and influence of other languages.
2. Know reasons and techniques for making spoken English accessible for deaf and deafblind people.	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.
3. Know reasons and techniques for making written English accessible for deaf and deafblind people.	3.1 Analyse the factors that affect the deaf/deafblind person's access to written English. 3.2 Explain and evaluate ways of producing written language in an accessible form for deaf and deafblind people

Unit currently undergoing development

Unit Title: Reflective Journal (L3)

Level: 3

Credit Value: 3

This unit has three learning outcomes:

Unit aims:

This unit aims to enable the learner to comment on the application of knowledge from other units to practice, and to reflect on the strengths and weaknesses of their practice.

Standards mapping: C

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Maintain a record of 30 hours' practice, relating to knowledge and understanding gained from other units to application in practice.	1.1 Account for 30 hours' practice 1.2 Evaluate application of theory to practice in relation to own experience
2. Self-evaluate own practice, identifying and reflecting on strengths and weaknesses and identifying future improvements.	2.1 Evaluate own performance 2.2 Identify future improvements to own performance
3. Explore ongoing professional development in personal communication skills for supporting deaf learners.	3.1 Monitor personal success and achievement in the use of a selected communication system over an agreed period of time identifying strengths and weaknesses. 3.2 Prepare and use an action plan justifying the choice of targets, time-scales and courses.

Unit currently undergoing development

Unit Title: Enabling/ Supporting Bi-lingual Access (L3)

Level: 3

Credit Value: 3 :

This unit has three learning outcomes:

Unit aims:

This unit provides an opportunity for learners to broaden their understanding of the communication skills required for working with a variety of deaf learners.

The unit introduces learners to a range of skills that a CSW needs in order to ensure that deaf learners can access their curriculum area or training programme, achieve success and fulfil their potential.

Standards mapping: C

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Examine the issues and constraints surrounding communication choice for deaf learners	1.1 Explain and compare the communication systems that can be used to support deaf learners. 1.2 Evaluate the impact of the chosen communication system on the way that learners access the curriculum/programme area.
2. Investigate and use appropriate communication skills in a given situation.	2.1 Support a selected deaf learner using and justifying an appropriate communication system(s) explaining learner success and achievement. 2.2 Analyse the deaf learner's achievement identifying further areas for change and or improvement.
3.	

Unit currently undergoing development

Unit Title: Clear Speech/ Notetaking Skills (L3)

Level: 3

Credit Value: 3

This unit has three learning outcomes:

Unit aims:

This unit aims to provide the learner with skills and strategies for clear speech and for the production of good quality notes.

Standards mapping: C

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Provide evidence of their knowledge of clear speech techniques and strategies	1.1 Analyse the processes of preparing and evaluating a task where clear speech is required. 1.2 Analyse the processes of managing communication between a speaker and a deaf person and vice versa. 1.3 Recognise the issues involved in clear speech tasks where technology or other media is involved.
2. Provide evidence of their knowledge of notetaking skills and strategies.	2.1 Analyse the processes of preparing and evaluating a notetaking task. 2.2 Recognise the issues involved in notetaking tasks where technology or other media are involved. 2.3 Identify the use of notes by a deaf/deafblind person during and after a task.