

Signature

Unit Specification

K312 – Learning Support in Lifelong
Learning Contexts: Communication
Support for Deaf Learners

H/504/2986

Sept 2020 – Aug 2021

UNIT SPECIFICATION

Unit K312 – Learning Support in Lifelong Learning Contexts: Communication Support for Deaf learners

(RQF Accreditation Number: H/504/2986)

Signature Qualification Reference K312

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.

Unit summary

Guided learning hours	Additional study hours	Total learning time	Credit value at level 3
30	30	50	6

Learning outcomes	Assessment criteria
By the end of this unit of learning, the successful learner will:	By the end of this unit of learning, the successful learner can:
1. Understand learning support practice in different contexts.	1.1 Identify different contexts for learning support. 1.2 Describe ways in which learning support can be generalised and transferred between different contexts. 1.3 Explain the impact of learning support practice on learner progress and achievement in own context. 1.4 Explain the impact of policy and regulatory frameworks on learning support practice in own context.

Learning outcomes By the end of this unit of learning, the successful learner will:	Assessment criteria By the end of this unit of learning, the successful learner can:
2. Understand relationships between the learning support practitioner and others supporting learners.	2.1 Explain the relationship of the learning support practitioner and a learner. 2.2 Explain the relationship of the learning support practitioner and the person(s) leading the learning. 2.3 Explain the relationship of the learning support practitioner and others involved in supporting learners.
3. Be able to work with others to meet the needs of individual learners.	3.1 Work with the person(s) leading the learning to meet identified needs of individual learners. 3.2 Work with others supporting learners to meet identified needs of individual learners. 3.3 Share information on learners' progress and achievement with others involved in supporting learners. 3.4 Review the effectiveness of working relationships in meeting identified needs of individual learners.
4. Be able to evaluate and improve own learning support practice.	4.1 Review the effectiveness of own learning support practice. 4.2 Identify strengths and areas for development in own learning support practice. 4.3 Plan development opportunities to improve own learning support practice.

Topic content

- Learning in different contexts.
- Legal and statutory requirements.
- Working with the person leading the learning e.g. taking instructions, contributing to the planning process; receiving feedback etc.
- Role and responsibilities of the CSW, Code of Practice and guidelines.
- Effective communication.
- Learner's own level of literacy and preferred learning styles and implications of this on own learning and the learning support process.
- Identify own skills and knowledge.

ASSESSMENT SPECIFICATION

Please read this specification in conjunction with [Signature Assessment Regulations](#) and [Signature General Regulations](#) on our website.

Assessment for this unit will take the form of a portfolio of evidence produced to cover all assessment criteria.

The portfolio will be internally assessed.

The portfolio will contain written evidence covering **all** of the assessment criteria.

External moderation will be undertaken by qualified Signature staff.

Generic criteria

All candidates' evidence needs to demonstrate that they have met the following generic criteria for each unit as well as covering the appropriate assessment criteria within the unit:

- accurate use of grammar, spelling and punctuation
- clear expression of ideas and arguments
- use of reading and research through the inclusion of appropriate references in written text
- accurate use of numerical calculations and interpretation of data
- use of Information and Communication Technology
- commitment to working within a professional value base.

RQF Level 3 descriptor extract

Summary

Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

Knowledge and understanding

Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine. Interpret and evaluate relevant information and ideas. Be aware of the nature of the area of study or work. Have awareness of different perspectives or approaches within the area of study of work.

Application and action

Address problems that, while well defined, may be complex and non-routine. Identify, select and use appropriate skills, methods and procedures. Use appropriate investigation to inform actions. Review how effective methods and chosen actions have been.

Autonomy and accountability

Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility of supervising or guiding others. Exercise autonomy and judgement within limited parameters.

Assessment strategies

The assessment for this unit could take the form of a written report/presentation comparing and describing two differing education models involving CSWs.

Unit K312 –Learning Support in Lifelong Learning Contexts: Communication Support for Deaf Learners

CANDIDATE ASSESSMENT RECORD FORM

Candidate name Candidate ID

	Learning outcomes - All outcomes must be achieved	Achieved ()	Evidence Reference Number(s)
1	Understand learning support practice in different contexts		
	Assessment criteria		
1.1	Identify different contexts for learning support		
1.2	Describe ways in which learning support can be generalised and transferred between different contexts		
1.3	Explain the impact of learning support practice on learner progress and achievement in own context		
1.4	Explain the impact of policy and regulatory frameworks on learning support practice in own context		
2	Understand relationships between the learning support practitioner and others supporting learners		
2.1	Explain the relationship of the learning support practitioner and a learner		
2.2	Explain the relationship of the learning support practitioner and the person(s) leading the learning		
2.3	Explain the relationship of the learning support practitioner and others involved in supporting learners		
3	Be able to work with others to meet the needs of individual learners		

	Learning outcomes - All outcomes must be achieved	Achieved ()	Evidence Reference Number(s)
3.1	Work with the person(s) leading the learning to meet identified needs of individual learners		
3.2	Work with others supporting learners to meet identified needs of individual learners		
3.3	Share information on learners' progress and achievement with others involved in supporting learners		
3.4	Review the effectiveness of working relationships in meeting identified needs of individual learners		
4	Be able to evaluate and improve own learning support practice		
4.1	Review the effectiveness of own learning support practice		
4.2	Identify strengths and areas for development in own learning support practice		
4.3	Plan development opportunities to improve own learning support practice		

I certify that the above assessment was carried out according to Signature regulations for this unit, that the candidate has successfully completed the above tasks, and that the work I have marked is the authentic work of the candidate.

Teacher-assessor name (please print)

Signature Date



Signature

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