



# Unit Specification

**K314 – Supporting Learning:  
Communication Support for Deaf Learners**

M/504/2988

**Sept 2018 – Aug 2019**

# UNIT SPECIFICATION

## Unit K314 – Supporting Learning: Communication support for Deaf learners

(RQF Accreditation Number: M/504/2988)

Signature Qualification Reference K314

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.

### Unit summary

<b>Guided learning hours</b>	<b>Additional study hours</b>	<b>Total learning time</b>	<b>Credit value at level 3</b>
30	20	50	6

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
1. Understand the learning process.	1.1 Explain key principles of learning. 1.2 Describe ways people learn. 1.3 Explain key factors in effective learning.
2. Understand the responsibilities of a learning support practitioner in learning programmes.	2.1 Explain ways that learning programmes are developed. 2.2 Explain the responsibilities of a learning support practitioner in identifying learners’ needs and the planning of a learning programme. 2.3 Explain the responsibilities of a learning support practitioner in the delivery and review of a learning programme. 2.4 Explain the responsibilities of a learning support practitioner in the recording of achievement and progression.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
3. Be able to use learning support activities to meet the individual needs of learners.	3.1 Explain how literacy, language, numeracy and ICT can be integrated into learning support activities to meet the individual needs of learners. 3.2 Integrate activities into own learning support practice to enable learners to develop and apply their literacy, language, numeracy and ICT skills. 3.3 Use learning support activities to meet the identified needs of an individual learner.
4 Be able to communicate with learners and other learning professionals to enhance learning.	4.1 Use communication methods and media to meet the needs of learners. 4.2 Communicate with other learning professionals to meet learner needs and support progression.
5. Be able to use resources to meet the individual needs of learners.	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.
6. Be able to use assessments to meet the individual needs of learners.	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.

## Topic content

- Individual learning needs: e.g. learning styles, learning difficulties and/or disabilities
- Learning preferences: e.g. visual, auditory, kinaesthetic
- Different methods to motivate learners: e.g. e-learning etc
- Learner centred activities
- Effective use of resources: e.g. adaptation of resources to meet individual needs
- Assessment methods: e.g. short answer questions, practical activities, observation etc
- Integration of functional skills

# 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 include, e.g. an assessment paper requiring short written answers on the topics covered; the production of a leaflet/poster covering a range of technical aids, identifying their suitability in a variety of environments.

## Unit K314 – Supporting learning: Communication support for Deaf learners

# CANDIDATE ASSESSMENT RECORD FORM

Candidate name ..... Candidate ID .....

	<b>Learning outcomes - All outcomes must be achieved</b>	<b>Achieved (<input type="checkbox"/>)</b>	<b>Evidence Reference Number(s)</b>
<b>1</b>	<b>Understand the learning process</b>		
	<b>Assessment criteria</b>		
1.1	Explain key principles of learning		
1.2	Describe ways people learn		
1.3	Explain key factors in effective learning		
<b>2</b>	<b>Understand the responsibilities of a learning support practitioner in learning programmes</b>		
2.1	Explain ways that learning programmes are developed		
2.2	Explain the responsibilities of a learning support practitioner in identifying learners' needs and the planning of a learning programme		
2.3	Explain the responsibilities of a learning support practitioner in the delivery and review of a learning programme		
2.4	Explain the responsibilities of a learning support practitioner in the recording of achievement and progression		
<b>3</b>	<b>Be able to use learning support activities to meet the individual needs of learners</b>		
3.1	Explain how literacy, language, numeracy and ICT can be integrated into learning support activities to meet the individual needs of learners		

	<b>Learning outcomes - All outcomes must be achieved</b>	<b>Achieved (<input type="checkbox"/>)</b>	<b>Evidence Reference Number(s)</b>
3.2	Integrate activities into own learning support practice to enable learners to develop and apply their literacy, language, numeracy and ICT skills		
3.3	Use learning support activities to meet the identified needs of an individual learner		
<b>4</b>	<b>Be able to communicate with learners and other learning professionals to enhance learning</b>		
4.1	Use communication methods and media to meet the needs of learners		
4.2	Communicate with other learning professionals to meet learner needs and support progression		
<b>5</b>	<b>Be able to use resources to meet the individual needs of learners</b>		
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		
<b>6</b>	<b>Be able to use assessments to meet the individual needs of learners</b>		
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		

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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