Signature

Qualification Specification

Level 3 Certificate in Communication Support for Deaf Learners

600/6458/4

September 2021

QUALIFICATION SPECIFICATION

Signature Level 3 Certificate in Communication Support for Deaf Learners (RQF)

(RQF Accreditation Number: 600/6458/4)

Signature Qualification Reference: CSW3

Qualification aim

Signature Level 3 Certificate in Communication Support for Deaf Learners is appropriate for specialist learning support practitioners who work with Deaf learners in for example an FE College, adult and community learning centre or learning provider and for those supporting work based training such as within voluntary, community, private and public organisations.

The aim of the certificate is to provide those who are learning support practitioners - Communication Support Workers (CSWs) - with the underpinning knowledge, understanding and skills in order to effectively fulfil the specialist learning support practitioner role.

Essential requirements

A minimum of Level 2 BSL is essential for candidates studying this certificate. Level 3 BSL is desirable. Candidates should also have English at a minimum of level 2. Candidates without Level 3 BSL 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.
This qualification is listed as appropriate for learners 19+.

It is recommended that all candidates undertake an initial assessment prior to commencement of the course. This should include an assessment of their BSL skills, and their individual needs with respect to the minimum core of language, literacy, numeracy and ICT. The minimum core is not required as part of the qualification, but to work as a Learning Support Practitioner (CSW), learners will need proof that they have met the standards.

Themes for success

Knowledge and understanding of literacy, language, numeracy and ICT expected of all learning support practitioners is detailed in the document *__Themes for Success__* (LLUK 2007). Programmes should support the development of personal skills in literacy, numeracy and ICT at level 2 and develop an appropriate assessment strategy. The document is divided into six themes with each theme containing a number of elements. There are twenty three elements in all. All elements should be delivered and assessed across the following mandatory units:

- Learning Support and Lifelong Learning Contexts: Communication Support for Deaf learners

- Principles of Learning Support: Communication Support for Deaf Learners

- Supporting Learning: Communication Support for Deaf Learners

Qualification structure

To achieve the full Level 3 Certificate in Communication Support for Deaf Learners, learners are required to achieve all eight units.

The Level 3 Certificate in Communication Support for Deaf Learners consists of mandatory credit only. 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 centres with the remaining mandatory units

Learning support practice and assessed observations

Learning support practice should provide experience of working with both individual deaf learners and with groups of deaf learners, with a wide range of hearing loss. Candidates should undertake at least 40 hours of learning support practice. This may be achieved through a range of means which may include the following:

- Employed practice
- Voluntary practice
- Placements into a learning support (CSW) role.

In order to successfully achieve the full certificate, candidates must complete at least 40 hours of learning support practice with deaf learners, of which there must be a minimum of 4 observations. Any single observation session must be of a minimum of 45 minutes. Observed learning support practice should take place at regular intervals throughout the course to allow time for candidate reflection and development.

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.

Signature unit code	RQF unit number	Unit title	Assessment	Unit details
K311	L/504/0066	Preparing to Support Learning	Portfolio of evidence	For full details of this unit see unit specification
K312	H/504/2986	Learning Support in Lifelong Learning Contexts: Communication Support for Deaf Learners	Portfolio of evidence	For full details of this unit see unit specification
K313	K/504/2987	Principles of Learning Support: Communication Support for Deaf People	Portfolio of evidence	For full details of this unit see unit specification
K314	M/504/2988	Supporting Learning: Communication	Portfolio of evidence	For full details of this unit see unit

Signature unit code	RQF unit number	Unit title	Assessment	Unit details
		Support for Deaf Learners		specification
K315	K/601/9364	Reflective Journal	Production of Journal	For full details of this unit see unit specification
K316	Y/601/9361	Supporting Bi-lingual Access	Portfolio of evidence	For full details of this unit see unit specification
K317	D/601/9362	Clear Speech and Notetaking	Portfolio of evidence	For full details of this unit see unit specification
K318	H/601/9363	Accessible English for Deaf and Deafblind People	One hour written assessment paper (external assess)	For full details of this unit see unit specification

Delivery and contact hours

Guided learning hours

The certificate has a credit value of 36, and 330 hours of learning in total. The recommended guided learning hours are 190 as shown in the table below: this must be the time the candidate is timetabled for face-to-face contact to include:

• classroom-based learning
• individual or group tutorials with tutor – at least one tutorial per unit is required
• tutor/assessor feedback on observed and assessed learning support practice.

Unit	Guided learning hours	Additional study hours	Total learning time	Credit value at level 3
K311 – Preparing to Support Learning	30	30	60	6
K312 – Learning support in Lifelong	30	20	50	6

Unit	Guided learning hours	Additional study hours	Total learning time	Credit value at level 3
Learning Contexts: Communication Support for Deaf Learners				
K313 –Principles of Learning Support: Communication Support for Deaf Learners	30	20	50	6
K314 –Supporting Learning: Communication Support for Deaf Learners	30	20	50	6
K315 - Reflective Journal	10	20	30	3
K316 - Supporting Bi-lingual Access	20	10	30	3
K317 – Clear Speech and Notetaking	20	10	30	3
K318 – Accessible English for Deaf and Deafblind People	20	10	30	3

Total Qualification Time

Guided learning hours (GLH)	Additional study hours	Total Qualification Time	Credit value at Level 3
190	140	330	36 credits at Level 3

In addition to the hours of contact time, centres need to ensure that there is evidence for another 140 hours of directed or self-directed learning. This time could include using text books, websites, use of library facilities and preparation of assessment.

Centres may deliver the certificate as either a part-time or a short 'fast track' programme. It is envisaged that the majority of centres will opt for a part-time mode of delivery. Where centres opt for short, full-time mode of delivery, it is recommended that the programme is delivered over sufficient time to enable evaluation and reflection on personal and professional practice. If the candidates are in-service, an account of the number of hours per week they are supporting learning is needed when deciding on the most appropriate delivery mode.

Qualification objectives

At the end of the qualification, learners will be able:

- to provide a sound educational basis for supporting deaf learners in a wide range of learning institutions within the Lifelong Learning Sector
- to develop the necessary knowledge, skills and attributes for supporting deaf learners in a wide range of learning institutions within the Lifelong Learning Sector
- to promote personal and professional development
- to promote evaluation and reflection on personal and communication support practice.

Target group

Level 3 Certificate in Communication Support for Deaf Learners is suitable for those who work, or wish to 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 deaf learners by enabling communication between spoken English and BSL, notetaking and lipspeaking.
- Supporting deaf learners with understanding and producing written material in class.
- Adapting learning materials so that deaf learners understand them more easily.
- Suggesting ways that the school or college environment can be improved to make it easier for deaf learners to use hearing aids or lipread.

Progression routes

On completion of Level 3 Certificate in Communication Support for Deaf Learners, a range of further qualifications are available, including:

- Signature Level 3 Award in Insights into Communication with Congenitally Deafblind People.
- Signature Level 3 NVQ Certificate in British/Irish Sign Language
- Signature Level 6 NVQ Certificate in British/Irish Sign Language
- Signature Level 6 NVQ Diploma in Sign Language Interpreting

- Signature Level 6 Diploma in Sign Language Translation

Mapping to national standards

The core units of assessment for the award were written by LSIS (formerly LLUK), based on the National Occupational Standards for Learning Support Staff.

The four additional mandatory units of assessment were written and developed by Signature, mapped against National Occupational Standards for Learning Support Staff (CSWs), developed by Signature, NATED and ACSW.

Planning for programme delivery

Centres wishing to offer the Level 3 Certificate in Communication Support for Deaf Learners will need to consider:

• the anticipated market
• support and guidance to meet individual learning needs
• the mode of delivery of the programme: structure, content and assessment methods
• overall resource requirements for planning and delivery
• procedures for ensuring review and revision in accordance with contemporary issues
• progression opportunities.

Centre resources

Centres wishing to offer this certificate should ensure that there are sufficient resources to support delivery of the qualification. It is expected that taught sessions will be delivered in an identified base room in which a range of audio visual aids likely to be required for the sessions is or can be made available. It is also expected that candidates have access to resources which are commensurate with the level 3 nature of the certificate. Candidates should have access to a learning resource centre where they can obtain up to date reading materials, for example textbooks and journals, and information technology. Centre resources will be checked as part of the centre recognition process.

Centre staffing

Centres will need to identify a suitably qualified Programme Manager, delivery team and candidate mentors. The members of the delivery team, who teach and assess on behalf of Signature, will need to have the following qualifications and experience:

- A recognised teaching qualification, e.g. Certificate/ Postgraduate certificate in Education or Certificate in FE teaching-stage 1, 2 and 3, NVQ Level 4 in Learning and Development, CTLL, DTLL, Teacher of the Deaf.
- Recognised qualifications in British Sign Language, e.g. Level 3 BSL or above, MRSLI, for those teaching a specialist unit (e.g. K316 Supporting Bi-lingual Access).
- Substantial, successful teaching experience, supported by evidence from internal observation of teaching and learning reports.
- Fully conversant with contemporary issues in the education of deaf learners.
- Fully conversant with contemporary issues in the post 16 sector.

Staff who meet these requirements will be accepted as approved teacher/assessors on behalf of Signature and will be expected to provide evidence of engaging in appropriate continuing professional development to ensure that knowledge and skills are kept up to date. Members of the delivery team may be accepted with alternative teacher training and related qualifications. For further guidance please contact Signature.

Centre staffing will be checked as part of the centre recognition process, which will ask for copies of CVs and certificates for any member of the team involved in the teaching and assessment process. For further information, please refer to unit regulations and Signature general regulations, available on the Signature website.

Support provided to candidates for their learning

- **Pre-course information**
  As part of the interview of general pre-course information, all potential entrants must be given guidance and advice on suitable progression routes.

- **Individual Learning Plan (ILP)**

  All candidates should have an individual learning plan (ILP). This aspect of personal development is addressed in unit K315 as part of the Reflective Journal.

ASSESSMENT AND MODERATION ARRANGEMENTS

Candidates will produce a portfolio of evidence to cover all assessment criteria.

Evidence can be used for more than one unit.

Evidence can be spoken, signed or written.

Some evidence may be generated by assignments set by the centre.

There is a requirement for observation of performance, but practice as a Learning Support Practitioner (CSW) is not assessed; objectives are covered by feedback from the assessor and by self reflection from the individual learner.

Portfolios will be internally assessed.

External quality assurance will be carried out by a Signature appointed moderator.

See individual unit specifications and regulations for further details.

UNIT SPECIFICATION

K311 – Preparing to Support Learning

(RQF Accreditation Number: L/504/0066)

Signature Qualification Reference K311

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.

Unit summary

Guided learning hours	Additional study hours	Total learning time	Credit value at level 3
30	30	60	6

Learning outcomes	Assessment criteria
1. Understand learning support practice in lifelong learning contexts.	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 contexts.
	1.5 Identify national and local policy and regulatory requirements related to learning support practice.

2.	Understand the values and principles of inclusive learning support.	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.
3.	Understand how to support Learning.	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.
4.	Be able to evaluate and improve learning support practice.	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.

Topic content

- The support cycle, different models of support.
- The learning support process and use of strategies to elicit contributions from others.
- The value of learning.
- Social and personal factors which influence learning: e.g. socio-economic status, ethnicity/culture, age, gender, personal experience and circumstances etc.
- Skills and tasks related to the learning support role: e.g. acting on instructions from specialist teachers, making requests and obtaining detailed information relating to supporting the learning environment etc.
- Strategies to support learners with physical difficulties and/or sensory impairment.
- Characteristics of each type of disability/difficulty and how they can hinder language and literacy development.
- Interacting appropriately with learners.
- Communication: e.g. verbal and non-verbal communication, active listening, questioning techniques etc.
- Effective use of resources.
- Awareness of appropriate ICT materials and care of such materials.

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 compiled by the candidate.

The portfolio of evidence will be internally assessed.

External moderation will be undertaken by qualified Signature staff.

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

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 of this unit will consist of centre-devised assignments, e.g. written reports/ presentations on research and possible educational opportunities.

Peer assessment and feedback will be encouraged.

Unit K311 – Preparing to Support Learning
CANDIDATE ASSESSMENT RECORD FORM

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

	Learning outcomes - All outcomes must be achieved	Achieved (□)	Evidence Reference Number(s)
1	**Understand learning support in lifelong learning contexts**		
	Assessment criteria		
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		
2	**Understand the values and principles of inclusive learning support**		
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 and participation in life and work		

K311 Unit Specification

	Learning outcomes - All outcomes must be achieved	Achieved (☐)	Evidence Reference Number(s)
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		
3	**Understand how to support learning**		
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		
4	**Be able to evaluate and improve learning support practice**		
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		

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 …………………………………………………………

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 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:
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	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:
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.

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

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 ……………………………………………………

UNIT SPECIFICATION

Unit K313 – Principles of Learning Support: Communication Support for Deaf learners

(RQF Accreditation Number: K/504/2987)

Signature Qualification Reference K313

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.

Guided learning hours	Additional learning hours	Total learning time	Credit value at level 3
30	20	50	6

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:
1. Understand principles and values in learning support practice.	1.1 Identify principles and values which underpin learning support practice. 1.2 Explain how principles and values inform own learning support practice.
2. Understand learners and their individual learning support needs.	2.1 Explain in what ways the learner is central to the development 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.

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:
3 Understand how to support inclusive learning.	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.
4 Understand how to support independent learning.	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.

K313 Unit Specification

Topic content

- Personal, social and cultural factors that influence learning.
- Inclusive learning and ways to promote inclusivity.
- Variety of learning environments and settings: e.g. discrete/specialist/ mainstream; classroom, lecture theatre, restaurant, workshops, site work.
- Effective learning environments: e.g. health and safety, layout of room, physical comfort (heating, lighting, noise levels, visual noise) psychological comfort (valuing and respecting individuals, opportunities to participate).
- Confidence building.
- Strategies to improve motivation.
- Promoting independence of the learner.
- A variety of direct and indirect support strategies.
- Importance of literacy, language, numeracy and ICT skills for inclusive and independent learning.

Unit K313 - Principles of Learning Support: Communication Support for Deaf Learners

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 Assessment 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 may take the form of a centre-devised written assignment; e.g. compare and contrast a variety of case studies identifying aetiology, range of needs and range of support tactics.

CANDIDATE ASSESSMENT RECORD FORM

Candidate Name   ………………………………………………………..   Candidate ID ……………………………………

	Learning outcomes - All outcomes must be achieved	**Achieved (☐)**	**Evidence Reference Number(s)**
1	**Understand principles and values in learning support practice**		
	Assessment criteria		
1.1	Identify principles and values which underpin learning support practice		
1.2	Explain how principles and values inform own learning support practice		
2	**Understand learners and their individual learning support needs**		
2.1	Explain in what ways the learner is central to the development 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		
3	**Understand how to support inclusive learning**		
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		

	Learning outcomes - All outcomes must be achieved	Achieved (□)	Evidence Reference Number(s)
3.7	Explain ways to support literacy, language, numeracy and ICT learning		
4	**Understand how to support independent learning**		
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		

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 …………………………………………………

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

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

Learning outcomes The learner will:	Assessment criteria 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.

Learning outcomes	Assessment criteria
The learner will:	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

Unit K314 – Supporting Learning: Communication Support for Deaf Learners

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.

K314 Unit Specification

Unit K314 – Supporting learning: 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 the learning process**		
	Assessment criteria		
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		
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		

	Learning outcomes - All outcomes must be achieved	Achieved (☐)	Evidence Reference Number(s)
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		

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 ………………………………………………………

UNIT SPECIFICATION

Unit K315 - Reflective Journal

(RQF Accreditation Number: K/601/9364)

(Signature Qualification Reference K315)

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.

Guided learning hours	Additional study hours	Total learning time	Credit value at level 3
10	20	30	3

Learning outcomes The learner will:	Assessment criteria The learner can:
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 a minimum of 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.

Topic content

The reflective journal

- Recording in the reflective journal
- Aim of the reflective journal

The concept of the reflective practitioner

- Definition
- Methods of reflection
- Theories of reflection
- Skills
- Knowledge

A personal development plan

- The plan
- Factors affecting plans
- Evaluation of the plan
- Update

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.

Learners will complete a personal Reflective Journal, recording a minimum of 30 hours of practice. This journal will not be formally assessed.

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

Assessment may take place over a period of time in order to provide short and long-term targets. Assessment should be a formative process, providing opportunities to improve and enhance performance and also to reinforce it and allow new understanding to develop over a period of time. However, a summative assessment can be used to assess the level of performance, using a range of activities to support the final grade.

Evidence of outcomes may be in the form of presentations, documentation, work-placement reports, diaries, witness and observation statements, personal statements and, ultimately, the Reflective Journal.

Unit K315 – Reflective Journal

CANDIDATE ASSESSMENT RECORD FORM

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

	Learning outcomes - All outcomes must be achieved	Achieved (☐)	Evidence Reference Number(s)
1	**Maintain a record of 30 hours' practice, relating to knowledge and understanding gained from other units to application in practice**		
	Assessment criteria		
1.1	Account for a minimum of 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		

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 …………………………………………………………

UNIT SPECIFICATION

Unit K316 - Supporting Bilingual Access

(QCF Accreditation Number: Y/601/9361)

Signature Qualification Reference K316

CSWs are under increasing pressure to provide support using a variety of communication modes, often without any formal training. This unit provides an introduction to some of the models, techniques and strategies that can be implemented when supporting d/Deaf learners.

CSWs need to be able to provide support with BSL, SSE, English, Notetaking, Lipspeaking, language modification, cultural mediation, tutorials and creating glossaries as well as liaising with other professionals and learners. Familiarity with techniques, coping strategies and methods for improving skills will help provide CSWs with a range of tools they can use to support d/Deaf learners.

This module introduces CSWs to methods of preparation, useful strategies for working between English and BSL, creating glossaries, working between cultures and reflecting on suitability of methods for specific contexts.

Guided learning hours	Additional study hours	Total learning time	Credit value at level 3
20	10	30	3

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know and understand preparation techniques for supporting communication	1.1 Describe a range of models, which can be used for supporting communication between Deaf and hearing people.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
between Deaf BSL users 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.
2. Know and understand a range of concepts, models and methods of working between languages and cultures.	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.
3. Know and understand how to apply a range of strategies appropriate to a variety of contexts.	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 (use of BSL, voice over techniques, tutorials, liaising with other professionals, creating glossaries, identifying pertinent points, summarising etc). 3.4 Evaluate suitability of strategies.

Topic content

- Preparation techniques for supporting communication between d/Deaf and hearing people
- A range of concepts, models and methods of working between languages and cultures
- How to apply a range of strategies appropriate to a variety of contexts

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 complied by the candidate.

The portfolio will be internally assessed.

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.

QCF 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

Evidence for this unit will be a theory-based essay but wherever possible examples should be drawn from practice and implementation of methods. Simulated exercises should be used to practise techniques for supporting communication. Tutors should observe the techniques being used and learners should reflect on their use, suitability and applicability. The essay should

include descriptions of a range of preparation techniques, models used and processes involved in transferring information between languages and cultures as well as a critique of using different techniques within a specific, identified context.

Practising voiceover

Learners should only practise voiceover with material they are familiar with/ have read through. Learners should try to practise chuchotage (whispering voiceover) to reduce pressure on themselves. CSWs struggle with confidence when undertaking voiceover and this is one of the most important tools to use when practising. Learners should also move away from the source language, play with the language and convey meaning and intent.

K316 Unit Specification

CANDIDATE ASSESSMENT RECORD FORM

Candidate name………………………………………………………… Candidate ID…………………………………

	Learning outcomes - All outcomes must be achieved	Achieved (☐)	Evidence Reference Number(s)
1	**Know and understand preparation techniques for supporting communication between Deaf BSL users and hearing people**		
	Assessment criteria		
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	Reflect on the suitability/ applicability of models for varying contexts		
2	**Know and understand a range of concepts, models and methods of working between languages and cultures**		
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		

	Learning outcomes - All outcomes must be achieved	Achieved (☐)	Evidence Reference Number(s)
3	**Know and understand how to apply a range of strategies appropriate to a variety of contexts**		
3.1	Identify which strategies can be applied to specific contexts		
3.2	Adapt strategies for a variety of contexts and needs		
3.3	Demonstrate knowledge of the skills and strategies required for a variety of contexts. (Use of BSL, voice over techniques, tutorials, liaising with other professionals, creating glossaries, identifying pertinent points, summarising etc)		
3.4	Reflect on suitability of strategies		

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 ……………………………………………………

UNIT SPECIFICATION

Unit K317 - Clear Speech and Notetaking

(RQF Accreditation Number: D/601/9362)

Signature Qualification Reference K317

This unit aims to provide the learner with:

- an understanding of some communication issues for deaf and deafblind people, and
- strategies for using clear speech and for the production of good quality notes.

Guided learning hours	Additional learning hours	Total learning time	Credit value at level 3
20	10	30	3

Learning outcomes	Assessment criteria
By the end of this unit of learning, the successful learner will:	At the end of this unit of learning, the successful learner can:
1. Understand the principles of clear speech: techniques and strategies.	1.1 Identify the communication difficulties experienced by deaf lipreaders. 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.
2. Understand the principles of notetaking: skills and strategies.	2.1 Identify the communication difficulties experienced by deaf readers. 2.2 Identify the principles and key elements of notetaking. 2.3 Identify strategies for note taking to aid communication with a deaf person.

Topic content

1.   Clear speech techniques and strategies

- Communication difficulties for Deaf lipreaders
- Purposes and principles involved in clear speech
- Appropriate strategies for maximising successful communication using clear speech

2.   Notetaking techniques and strategies

- Communication difficulties for Deaf readers
- Purposes and principles involved in notetaking
- Appropriate strategies for maximising successful communication using notetaking

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

Assessment will consist of practical skills tasks in real or simulated situations.

Evidence of outcomes may be in the form of assessed notes, recordings and observation reports.

Unit K317 – Clear Speech and Notetaking

CANDIDATE ASSESSMENT RECORD FORM

Candidate name………………………………………………………… Candidate ID…………………………………………

	Learning outcomes - All outcomes must be achieved	Achieved (☐)	Evidence Reference Number(s)
1	**Understand the principles of clear speech: techniques and strategies**		
	Assessment criteria		
1.1	Identify the communication difficulties experienced by deaf lipreaders		
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		
2	**Understand the principles of notetaking: skills and strategies.**		
2.1	Identify the communication difficulties experienced by deaf readers		
2.2	Identify the principles and key elements of notetaking		
2.3	Identify strategies for note taking to aid communication with a deaf person		

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 …………………………………………………………

UNIT SPECIFICATION

Unit K318 – Accessible English for Deaf and Deafblind People

(RQF Accreditation Number: H/601/9363)

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.

Unit summary

Unit K318 forms part of the Signature Level 3 Award in Modifying Texts for Deaf People (MET3) and is also part of the Signature Level 3 Certificate in Communication Support for Deaf Learners.

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 3
20	10	30	3

Learning outcomes	Assessment criteria
At the end of this unit of learning, the successful learner will:	At the end of this unit of learning, the successful learner can:
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 Distinguish language variation in terms of register, style, regional variation and influence

Learning outcomes	Assessment criteria
At the end of this unit of learning, the successful learner will:	At the end of this unit of learning, the successful learner can:
	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 Evaluate ways of producing written language in an accessible form for deaf and deafblind people

Topic content

A. Concepts and structures for describing and analysing English

- Features which all languages share.
- Language variation and change.
- Conditions under which children learn language effectively.
- Key structures and discourse features of English.

B. Issues around access to spoken English. Ways of making spoken English more accessible for deaf and deafblind people

- Development of spoken language and communication in deaf and deafblind children.
- Speech movements/sounds which may present difficulties for deaf and deafblind lipreaders/speechreaders.
- Ways of making spoken language accessible for deaf and deafblind people.

C. Issues around access to written English. Ways of making written English more accessible for deaf and deafblind people

- Development of written language in deaf and deafblind children.

- Features of written English which may present difficulties for deaf and deafblind people.

- Ways of making written language accessible for deaf and deafblind people.

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 one hour written* assessment paper, containing a number of questions eliciting knowledge and understanding of topics covered in the unit.

One of the questions will include a short piece of written text. Candidates will be asked to explain why this text might be difficult for a deaf reader. Candidates will use the content and/or layout of the text to illustrate their answers.

The pass mark is 50%.

The papers will be externally marked by Signature assessors.

*Through reasonable adjustment requests, arrangements may be made for candidates to access this assessment through British Sign Language.

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