



# Unit Specification

**K311 – Preparing to Support Learning**

L/504/0066

**Sept 2016 – Aug 2017**

# 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.	<p>1.1 Explain the importance of learning for achieving personal goals and participating in life, learning and work.</p> <p>1.2 Compare different contexts for learning support Practice.</p> <p>1.3 Explain the contribution of learning support in the provision of learning opportunities.</p> <p>1.4 Explain how to work with learners and others to support learning in a particular lifelong learning contexts.</p> <p>1.5 Identify national and local policy and regulatory requirements related to learning support practice.</p>

<p>2. Understand the values and principles of inclusive learning support.</p>	<p>2.1 Explain key values and principles which underpin learning support practice.</p> <p>2.2 Describe key features of an inclusive learning Environment.</p> <p>2.3 Describe key features of independent learning.</p> <p>2.4 Explain ways of working with learners that promote inclusive and independent learning.</p> <p>2.5 Explain the importance of communication for inclusive learning.</p> <p>2.6 Explain the importance of literacy, language, numeracy and ICT skills for independent learning and participation in life and work.</p>
<p>3. Understand how to support Learning.</p>	<p>3.1 Explain responsibilities and contribution of a learning support practitioner throughout a learning programme.</p> <p>3.2 Explain how the individual needs of learners can be addressed through the planning, delivery, assessment and review of learning.</p> <p>3.3 Explain how to use learning support activities to engage and motivate learners.</p> <p>3.4 Explain ways in which resources can be used to meet the individual needs of learners.</p>
<p>4. Be able to evaluate and improve learning support practice.</p>	<p>4.1 Explain the effectiveness of an observed learning support session.</p> <p>4.2 Describe own strengths and development needs in relation to learning support practice.</p> <p>4.3 Plan opportunities to meet own development needs in relation to learning support practice.</p> <p>4.4 Plan opportunities to meet own development needs in literacy, language, numeracy and ICT.</p>

## 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.

# CANDIDATE ASSESSMENT RECORD FORM

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

	<b>Learning outcomes - All outcomes must be achieved</b>	<b>Achieved (✓)</b>	<b>Evidence Reference Number(s)</b>
<b>1</b>	<b>Understand learning support in lifelong learning contexts</b>		
	<b>Assessment criteria</b>		
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		
<b>2</b>	<b>Understand the values and principles of inclusive learning support</b>		
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		

	<b>Learning outcomes - All outcomes must be achieved</b>	<b>Achieved (✓)</b>	<b>Evidence Reference Number(s)</b>
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		
<b>3</b>	<b>Understand how to support learning</b>		
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		
<b>4</b>	<b>Be able to evaluate and improve learning support practice</b>		
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 .....





## **Signature**

Mersey House  
Mandale Business Park  
Belmont  
Durham DH1 1TH

Telephone: 0191 383 1155

Textphone: 07974 121594

Fax: 0191 383 7914

Email: [customersupport@signature.org.uk](mailto:customersupport@signature.org.uk)

Website: [www.signature.org.uk](http://www.signature.org.uk)

© Signature May 2016