

Unit Specification

K313 – Principles of Learning Support:
Communication Support for Deaf Learners

K/504/2987

Sept 2016 – Aug 2017

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	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 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 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:
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.

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.

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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.

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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



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

Website: www.signature.org.uk

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