

Learning support practitioners in the lifelong learning sector

# Guidance for awarding institutions on learning support practitioner roles and initial training qualifications

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Skills for Learning Professionals

# Contents

Glossary of Terms	3
Introduction	5
Section 1: Learning support roles and associated responsibilities	6
Section 2: Initial training qualifications	9
Level 3 Certificate in learning support	9
Level 2 and Level 3 Award in preparing to support learning	12
Rules of combination	14
Approach to developing qualifications for learning support practitioners with particular areas of specialism (named specialist pathway)	16
Section 3: Units of Assessment	18
Mandatory units of assessment	19
Optional units of assessment	29
Appendix	46
Mapping of the units of assessment to the National Occupational Standards for learning support practitioners	46

# Glossary of Terms

## Award

A qualification within the Qualifications and Credit Framework (QCF). The qualification has a value between 1 and 12 credits (see also Certificate).

## Certificate

A qualification within the Qualifications and Credit Framework QCF. The qualification has a value between 13 and 36 credits (see also Award).

## Credit (award of)

A method of recognising learner achievement. Within the QCF, credit is awarded for the successful completion of units of assessment. One credit represents the notional equivalent of 10 hours of learning.

## Learning support

Learning support contributes to the provision of inclusive learning opportunities. It enables identified learning needs to be met and learners' independence, achievement and progression to be promoted.

## Learning support practitioner

This term is used to denote a person who performs a learning support role. Learning support practitioners work directly with the learners, within the learning process and under the direction of the person(s) leading the learning.

## Learning support roles

Lifelong Learning UK was able to identify two learning support roles:

- **A generalist role:** the practitioner has knowledge, understanding and skills across a wide range of provision and contributes to the support of learners with a range of differing needs and / or over a range of settings.
- **A specialist role:** the practitioner has knowledge, understanding and skills in a particular area or aspect of learning provision. The practitioner applies their expertise mainly to this particular area or aspect of provision.

Most responsibilities are common to both roles, but are contextualised for the specialist role.

## Legacy qualifications

Qualifications which have been superseded by the introduction of the new initial qualification for learning support practitioners.

## Lifelong learning sector

This refers to community learning and development, further education, higher education, libraries, archive and information services and work based learning. It also includes offender learning and learning provision in the voluntary sector.

## Specialism – areas of specialism/specialist area

Many learning support practitioners are generalists able to work with a range of learners across a number of different subjects, contexts and settings. Others, through their experience and training, may be considered specialists who offer expertise in one or more areas of specialism. These specialist learning support practitioners may identify their specialism as working with learners with a particular learning need, in a particular subject area, or in a particular context.

## Units of assessment

A unit is defined as a coherent and explicit set of learning outcomes and related assessment criteria with a title, credit value and level. Within the Qualifications and Credit Framework (QCF) the term 'unit' refers to a unit of assessment. Units for the QCF share a common set of characteristics, are submitted on a template, and can be combined to support the creation of coherent programmes of learning and qualifications.

**Mandatory units** are those in which credit must be achieved in order to meet the requirements of a qualification.

**Optional units** are those that a learner may select in order to achieve credits that meet the requirements of a qualification.

Abbreviations and acronyms	Meaning	Definition
AB	Awarding Body	Body approved by the Qualifications and Curriculum Authority (QCA) which awards qualifications.
AI	Awarding Institution	Any institution that can award a qualification, including Awarding Bodies and Higher Education Institutions.
AP(E)L	Accreditation of Prior (Experiential) Learning	The process of recognition of someone's prior qualifications and/or experience.
CAT(s)	Credit Accumulation and Transfer (system)	The process by which learners can accumulate credit and use it towards a full or further qualification.
DIUS	Department for Innovation, Universities and Skills	Government department that oversees the lifelong learning sector. DIUS covers some functions of the former Department for Education and Skills (DfES).
GLH	Guided learning hours	Hours in which a teacher/tutor/trainer is present and contributing to the learning process. The Learning and Skills Council currently funds on the basis of GLH.
HEI	Higher Education Institution	The term for an individual university or college of higher education.
LLUK	Lifelong Learning UK	The Sector Skills Council responsible for the development of standards and qualifications frameworks for teachers, tutors and trainers in the UK lifelong learning sector.
QCA	Qualifications and Curriculum Authority	The regulatory body for awarding bodies in England.
QCF	Qualifications and Credit Framework	This is a unit-based framework and is underpinned by a system of credit accumulation and transfer, enabling learners to 'bank', 'build' or 'save' credit awarded for achievement. There are 9 levels within the QCF covering entry level to level 8.

# Introduction

This document provides guidance for awarding institutions involved in the development of qualifications for learning support practitioners. It provides details of the initial generic qualifications that are intended to meet the needs of generalist practitioners. These qualifications will provide accredited professional development opportunities for those currently and newly working in the lifelong learning sector. This document also signposts the proposed approach to developing initial qualifications that will meet the needs of specialist learning support practitioners<sup>1</sup>. Lifelong Learning UK will issue further guidance on developing qualifications for learning support practitioners with identified and recognised areas of specialism.

These new initial qualifications are intended to support the professionalisation of the learning support workforce and enable a wider recognition of the valuable role it plays in teaching and learning. The value of learning support and its role in attracting new learners is increasingly recognised by sector employers. Learning support practitioners make an important contribution to the continuous improvement of learning and teaching and have a significant impact on achievement.

Lifelong Learning UK has encouraged the development of these qualifications to ensure that nationally recognised accredited professional development opportunities are available for learning support practitioners and employers. Through consultation, Lifelong Learning UK has identified strong support from stakeholders for this development. However, it must be noted that **there is no requirement to undertake these qualifications at this time**. Qualifications will be available for those who identify accredited opportunities as best meeting their needs. The qualifications will support career progression within the area of learning support and also progression into other related roles.

The qualifications are underpinned by the National Occupational Standards for learning support

practitioners, and will provide a nationally developed initial training route. The assessment criteria in the mandatory units of assessment define the essential knowledge, understanding and professional practice required of a competent practitioner. Optional credit provides opportunities to address professional development needs which are specific to particular sections of this diverse workforce. Optional credit is also significant in providing opportunities that support progression.

## Section 1 – Learning support roles and associated responsibilities

This section details the role of the learning support practitioner. It indicates the differences in responsibilities between generalist and specialist roles.

## Section 2 – Initial Training Qualifications

This section provides guidance for Awarding Bodies and Higher Education Institutions (HEIs) who wish to develop an initial training qualification for learning support practitioners.

It provides guidance on the following qualifications:

- Level 3 Certificate in learning support
- Level 2 Award in preparing to support learners
- Level 3 Award in preparing to support learners

This section also details the approach to developing qualifications for particular areas of specialism. No specialist qualification for the role of learning support practitioner has been developed and as such none is detailed here.

## Section 3 – Units of assessment

This section details the mandatory and the optional units of assessment of:

- Level 3 Certificate in learning support
- Level 2 Award in preparing to support learners
- Level 3 Award in preparing to support learners

This document is available on the Lifelong Learning UK website: [www.lluk.org/nrp](http://www.lluk.org/nrp)

<sup>1</sup>A consideration of the generalist and specialist learning support practitioner roles can be found in section 1

# 1

## Section 1: Learning support roles and associated responsibilities

This section details Lifelong Learning UK's approach to describing the learning support practitioner role and the identified generalist and specialist roles. There is also a consideration of the wider job roles they may undertake. Finally, information is provided about the new national occupational standards which underpin the new qualifications.

Learning support contributes to the provision of inclusive learning opportunities. It enables identified learner needs to be met and learners' independence, achievement and progression to be promoted. Learning support practitioners provide support to meet a range of needs, across all areas of learning and in a wide range of formal and informal settings. They can be found working across the lifelong learning sector and this is reflected in a diverse range of job titles and practice. Despite such diversity, the role of learning support practitioner can be identified by shared aspects of practice:

- They support learners within the learning process
- They work directly with learners
- They work under the direction of the person(s) leading the learning

Working under the direction of the person(s) leading the learning is particularly important for understanding the role of a learning support practitioner. This helps to distinguish the role from that of teachers and other professionals who lead learning. Employers, managers and practitioners have requested further guidance on these relationships and Lifelong Learning UK intends to develop this in consultation with the sector.

### Learning support practitioner roles and responsibilities

The learning support role description was developed using current published research and additional research undertaken by Lifelong Learning UK. Consultation activity, which took place as part of the development of national occupational standards for learning support staff, also informed the development of a draft role description. The research identified that learning support practitioners undertake a wide range of tasks, activities and duties. To assist in describing the role, these were grouped by purpose and then organised under key responsibilities.

Key responsibilities relate to what is widely considered the most important functions of the role - the promotion of learner inclusion, participation, independence and self-determination. These responsibilities include effective communication, building relationships for learning, and engaging and motivating learners. Also identified as important were responsibilities in relation to the teaching and learning cycle, and their contribution to planning, assessment, delivery and evaluation of learning. Lifelong Learning UK intends to develop further guidance regarding the responsibilities of learning support practitioners in relation to standards.

### Generalist and specialist roles

As part of the work developing new teaching standards in England, Lifelong Learning UK identified two teaching roles - an associate and a full teaching role. Those working in a full role were found to undertake a broader range of curriculum development responsibilities, which was an important distinguishing feature between the two roles. In the development of new learning support standards, no similar difference was found. However, differences were identified that related to what LLUK has termed generalist and specialist practice. Some detail of the different roles is included within this document and Lifelong Learning UK intends to provide more detailed guidance when current research is complete.

### The generalist learning support practitioner role

It was clear from the available research that many learning support practitioners undertake responsibilities which relate to a broad range of learners, subjects and contexts. Sector employers are clear that a substantial part of the workforce needs preparation in order to respond to the challenges of the changing landscape. Many practitioners will have, or wish to have, a particular focus for their work at times, but may not have the same expertise or training as those in a specialist role. The implication of this is that any accredited professional development needs to facilitate effective training for a significant number of learning support practitioners for this generalist role, whilst also providing opportunities to develop a specialist focus. It is suggested that any focus within a generalist role would most easily be supported through optional credit.

### The specialist learning support practitioner role

It was clear from the available research that many learning support practitioners undertake responsibilities which relate to particular learners, subjects or contexts. These practitioners and their employers value this specialism. They recognise that this knowledge and expertise plays an important role for the inclusion, participation, independence and self-determination of learners. They also recognise that this specialist knowledge and expertise may be greater than that of the person leading the learning, whose focus may be more general or in another area of specialism. Of course, the two would be complementary. It is clear that a specialist practitioner needs a significant amount of training and/or experience.

There are current learning support practitioner roles that could be considered as specialist roles. Many of these are concerned with learners with learning difficulties and/or disabilities. The role of communication support worker is a case in point. However, there is an opportunity to identify and define new specialist roles where sector employers see a need. Again, there is a need for accredited initial professional development opportunities to be available for those undertaking these roles. An important part of this training will be a focus on how learning support practitioners work with and under the direction of others to ensure their role is effective. This is a separate concern to how they are managed.

Areas of expertise have been identified for higher level training for the specialist role and Lifelong Learning UK intends to undertake further research in this area. This will focus on higher level training and exploration of the concept of advanced practitioner. At the current time, Lifelong Learning UK has developed an approach to provide training for specialists as part of level 3 developments as detailed below. Sector employers need to determine those specialist roles which are a priority for development. Recent Lifelong Learning UK consultation has suggested that current priorities would be for those learning support practitioners working with learners with learning difficulties and/or disabilities and in the area of literacy, language and numeracy. Development work on both of these roles began in 2007/08 and will continue in 2008/09.

## Learning support practitioner job roles and other standards

Although they may have been initially recruited as learning support practitioners, many practitioners may find they have responsibilities beyond those defined within this role. An example would be those with responsibilities relating to coordination and management. Another example, often raised during consultation, would be responsibilities relating to the provision of care. This may be considered as an example of learner and not learning support and the distinction will rest upon the identification of the primary purpose of such activity. This is an important distinction and one that Lifelong Learning UK wishes to explore further through a scoping of standards for learner support roles. This will support the many roles undertaken by the wider workforce in relation to supporting learners.

Whilst recognising that the examples above are not considered to be learning support responsibilities, Lifelong Learning UK acknowledges the wide range of jobs that learning support practitioners undertake, or wish to progress into, and wishes to support the development of qualifications that provide suitable accredited professional development opportunities. It is suggested that these aspects of the job role can be addressed through optional credit. Units of assessment for these aspects could be developed specifically for the learning support practitioner qualifications, but also could be imported from other qualification frameworks. In all cases, the units should be underpinned by the appropriate standards where they exist. This is the approach Lifelong Learning UK has taken in developing the new initial generic qualification for learning support practitioners.

## National Occupational Standards for learning support practitioners

The new initial qualifications for learning support practitioners are underpinned by the recently developed National Occupational Standards (NOS) for the learning support practitioner role. These standards were developed by Lifelong Learning UK in 2007.

The NOS apply across the UK and provide a benchmark for performance. They also underpin professional development opportunities including the development of qualifications. These standards are overarching and appropriate for all learning support practitioners. The NOS are context and level free and can be applied to practitioners at all stages of their career across a wide range of settings. It is important to recognise that practitioners are not expected to meet all of the standards at any particular point in time.

There are three standards:

- Standard A:** Learning support
- Standard B:** Planning and assessment for learning support
- Standard C:** Specialist learning support

At the time of issuing this guidance, the NOS were awaiting approval from the UK Commission for Employment and Skills and may be found on the Lifelong Learning UK website at <http://www.lluk.org/documents/lspnosdraft.pdf>

# Section 2:

## Initial training qualifications

# 2

### Level 3 Certificate in learning support

This section details the initial qualification for learning support practitioners. The qualification is at a minimum of level 3. Information is also provided on the approach to developing qualifications for specialist learning support practitioners.

#### Title of qualification: Level 3 Certificate in learning support

National awarding bodies are required to use this title. Higher Education institutions can name their own qualifications, but are encouraged to adopt similar terminology so that trainee practitioners and employers are able to identify appropriate qualifications.

#### Credit value

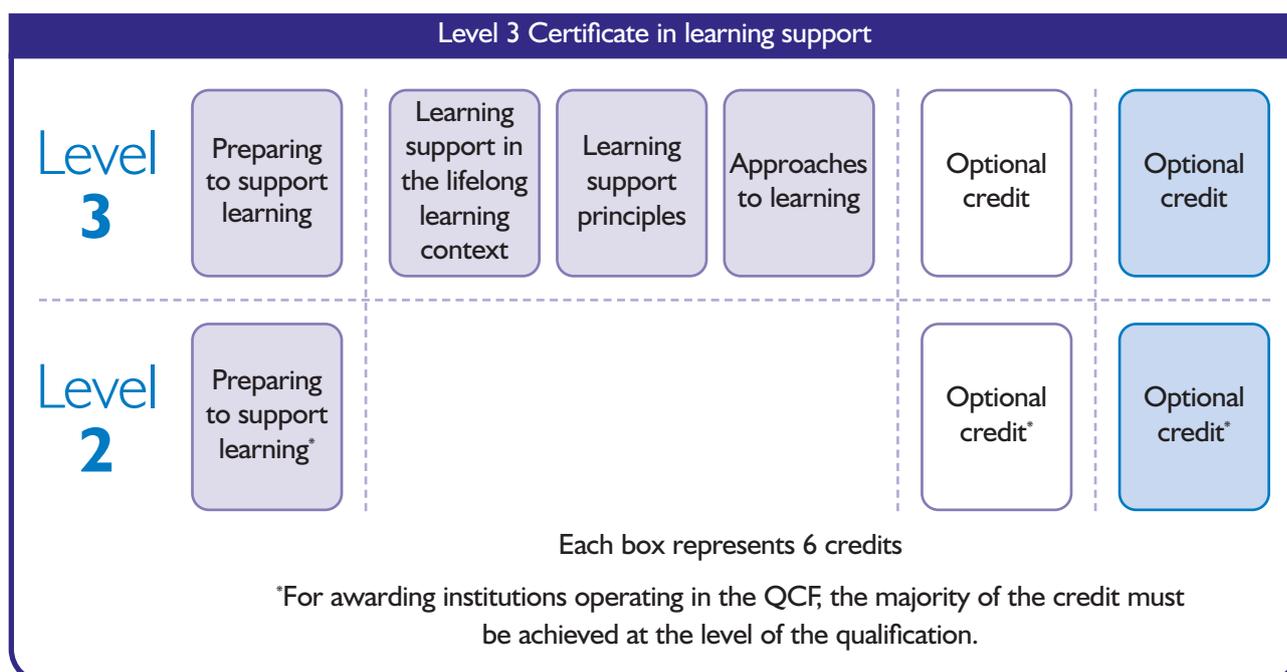
The qualification has a minimum credit value of 30 and a maximum credit value of 36. It comprises

mandatory units with a total credit value of 24, and optional units with a minimum credit value of 6, achieved through selection from a range of units of differing values. A maximum of 12 credits may be achieved at level 2, with the remaining 18 to be achieved at a minimum of level 3.

The mandatory unit titled *preparing to support learning* and some optional credit may be taken at level 2 or 3. Additionally, the three mandatory units titled *learning support in the lifelong learning context*, *learning support principles* and *approaches to learning*, must be taken at level 3.

#### Units of assessment

The qualification comprises four mandatory units and optional unit(s) with a credit value between 6 (minimum) and 12 (maximum).



Mandatory units of assessment	
Preparing to support learning	This mandatory unit can be achieved at either level 2 or level 3. It has a credit value of 6. This unit should be taken first in order to meet the needs of those new to a learning support practitioner role.
Learning support in the lifelong learning context	Each unit is offered at level 3 and has a credit value of 6. The content of these three remaining mandatory units can be covered in any order. Providers may therefore choose to adopt a holistic approach when designing any taught or blended programme.
Learning support principles	
Approaches to learning	

Optional units of assessment
Equality and diversity
Inclusive approaches to providing information
Literacy, language, numeracy and ICT needs for work education and life
Managing behaviours in the learning environment
Practice based investigation
Preparing for the mentoring role
Principles and practice of family learning
Providing learners with personal care support
Skills check and signposting for literacy, language numeracy and ICT
Supporting and promoting a responsive service
Supporting learners in a subject or vocational area
Supporting the learning of 14-19 year olds
Using ICT to support learning

## Qualification design

The *Level 3 Certificate in learning support* contains mandatory credit and optional credit. The introductory unit, *preparing to support learning*, should be delivered first. This could be combined with optional units to provide a particular focus for the introductory part of a programme. A holistic approach may be taken by awarding institutions with the three remaining mandatory units and optional credit. All awarding institutions may allow units to be contextualised in order to meet the needs of an individual or cohorts of practitioners. Rules of combination specify the current range of optional units of assessment.

## Entry requirements

There are no entry requirements for this certificate. Trainees should undertake initial assessment of their skills in literacy, numeracy and ICT. Awarding institutions will wish to ensure that learners receive appropriate guidance and support so that they are able to access and benefit from undertaking the programme.

## Personal skills in literacy, numeracy and ICT

All learning support practitioners need to be confident in their own personal skills at level 2 of the Qualifications and Credit Framework (QCF). It is intended that appropriate skills will be defined in separate guidance, similar to that for generic teaching qualifications. Trainees would then need to be assessed against those criteria to achieve the qualification. Until guidance is available, programmes should support the development of personal skills in literacy, numeracy and ICT at level 2 and develop an appropriate assessment strategy. They may wish to signpost trainees to other learning opportunities.

## Learning support practice

Practice should provide experience of working with individuals and groups of learners. Trainees should undertake at least 30 hours of learning support practice. This may be achieved through a range of means which may include:

- employed practice
- voluntary practice
- placements into a learning support role

## Assessment of learning support practice

This can include formative and summative assessment. A trainee's practice should be observed for a minimum of three hours. It should be assessed on at least three occasions. Observation should be for at least 45 minutes on each occasion.

## Locations for learning support practice

Although these qualifications have been developed particularly for the lifelong learning sector, they will be of value in other locations. The only requirement for locations is that they must enable trainee practitioners to meet the national occupational standards for the class of qualification (preparatory award and certificate) through the particular settings in which they practice.

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 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 trainee is practising in a context that allows him/her to meet the standards that must be achieved within the qualification.
- The learner and trainee are supported by a mentor.

## Guided learning hours

100 - 150

# Level 2 and Level 3 Award in preparing to support learning

The preparing to *support learning* unit of assessment, available at levels 2 and 3, provides the basis for an introductory programme which is appropriate for new and existing learning support practitioners. It represents a minimum standard for practice as a learning support practitioner.

Credit may be offered:

- within a larger qualification, for example the *Level 3 Certificate in learning support*
- as a stand-alone award available at two levels

## Title of qualifications

**Level 2 Award in preparing to support learning**

**Level 3 Award in preparing to support learning**

National awarding bodies are required to use these qualification titles. Higher education institutions can name their own qualifications, but are encouraged to adopt similar terminology so that trainee practitioners and employers are able to identify appropriate qualifications.

## Credit value

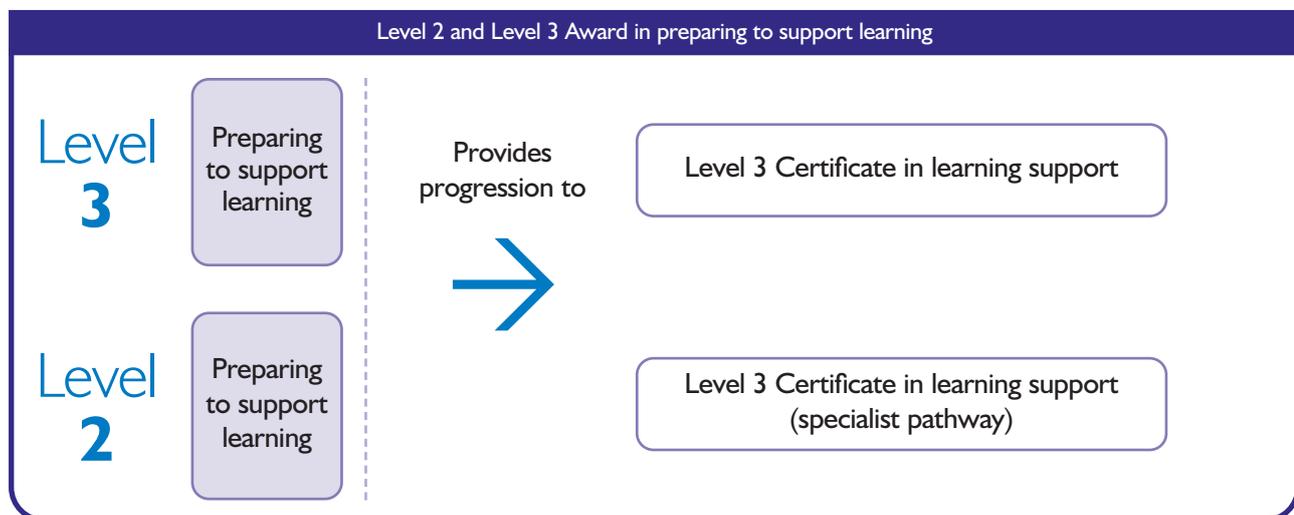
The unit *preparing to support learning* has a credit value of 6. Credit may be achieved at either level 2 or level 3. The unit is mandatory within the *Level 3 Certificate in learning support*.

## Units of assessment

There are two units of assessment:

- Preparing to support learning at level 2
- Preparing to support learning at level 3

Trainee learning support practitioners who have achieved accreditation for *preparing to support learning* at level 2 or 3 can progress to the *Level 3 Certificate in learning support* (generic qualification or specialist pathways).



## Entry requirement

There is no entry requirement for the *Level 2* or *Level 3 Award in preparing to support learning*.

## Learning support practice

There is no requirement to undertake learning support practice other than as micro learning support practice for assessment purposes.

Micro learning support practice will provide an opportunity for candidates to develop an understanding of learning support practice and begin to develop relevant skills. Programmes may provide other opportunities such as observation of actual learning support practice or of practice demonstrated within a training class.

## Assessment of learning support practice

Candidates should be involved in at least one hour of micro learning support. Each candidate must deliver at least one 15 minute micro learning support session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, candidates can deliver additional micro learning support sessions or observe the micro learning support sessions of other candidates. Assessed practice can take place within an appropriate learning support practice location.

## Locations for learning support practice

If a candidate wishes to use a practice location for assessment purposes, the location must enable a trainee candidate to meet the national occupational standards for this award within their practice settings.

The following offers direction for the context of learning support practice:

- Learning support is directed by a person who is leading the learning.
- The learning support practitioner 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 trainee is practising in a context that allows him/her to meet the standards that must be achieved within the qualification.
- The learner and trainee are supported by a mentor.

## Personal skills in literacy, numeracy and ICT

All learning support practitioners need to be confident in their own personal skills at level 2 of the Qualifications and Credit Framework (QCF). Trainees should be provided with support and resources that will enable them to assess their personal skills in literacy, numeracy and ICT with reference to the learning support role. It is recommended that all learning support practitioners work towards achievement at level 2 of their personal skills in literacy, numeracy and ICT. Providers may wish to signpost trainees to other learning opportunities.

## Guided learning hours:

30

## Rules of combination

### Level 3 Certificate in learning support

Total credit value of qualification: Minimum 30 credits (Maximum 36 credits)

Credit value at Level 2	Maximum 12 credits	
Credit value at Level 3	Minimum 18 credits	
Credit value of mandatory units	24	
Credit value of optional units	6 minimum (12 maximum)	
Group 1: Mandatory units	Level	Credits
Preparing to support learning	2	6
Preparing to support learning	3	6

6 credits must be obtained from Group 1. This credit can be achieved at either level 2 or level 3.

Credit may be brought forward from either the *Level 2* or *Level 3 Award in preparing to support learning*.

Barred combination: the level 2 unit *preparing to support learning* cannot be combined with the level 3 unit *preparing to support learning*.

Group 2: Mandatory units	Level	Credits
Learning support in the lifelong learning context	3	6
Learning support principles	3	6
Approaches to learning	3	6

18 credits must be obtained from Group 2. This credit must be achieved at Level 3.

Group 3: Optional units	Level	Credits
Equality and diversity	3	6
Inclusive approaches to providing information*	2	1
Literacy, language, numeracy and ICT needs for work education and life*	2	2
Managing behaviours in the learning environment	3	6
Practice based investigation	3	6
Preparing for the mentoring role	3	3
Principles and practice of family learning	2	3
Principles and practice of family learning	3	3
Providing learners with personal care support	3	3
Skills check and signposting for literacy, language, numeracy and ICT*	2	1

Group 3: Optional units	Level	Credits
Supporting and promoting a responsive service*	2	1
Supporting learners in a subject or vocational area	3	6
Supporting the learning of 14-19 year olds	3	6
Using ICT to support learning	3	6

At least 6 credits must be obtained from Group 3. This credit can be achieved at either level 2 or level 3.

\* These units are also included in the *Level 2 Award in literacy, language, numeracy and ICT awareness* and may be brought forward to the level 3 *Certificate in learning support*.

Trainees can opt to take an additional 6 credits from Group 3. This credit can be achieved at level 2 or level 3 subject to the overall requirement of awarding institutions. However, in order to comply with the requirements for a qualification developed and delivered within the QCF, the majority of the total credit should be achieved at the level of the qualification. For example, if a trainee has achieved 6 credits at level 2 from the *preparing to support learning* unit and 6 credits at level 2 from the required optional units, and wishes to select 6 additional credits, some of this additional credit would need to be achieved at level 3 to satisfy this requirement.

If an awarding institution wishes to import units from other qualifications frameworks for use as optional units within the *Level 3 Certificate in learning support*, please contact [S&Q@lluk.org](mailto:S&Q@lluk.org)

### Level 2 Award in preparing to support learning

Total credit value of qualification: 6 credits

Credit value at Level 2	Minimum 6 credits	
Credit value of mandatory unit	6	
Mandatory unit	Level	Credits
Preparing to support learning	2	6

There is no optional credit in the *Level 2 Award in preparing to support learning*

### Level 3 Award in preparing to support learning

Total credit value of qualification: 6 credits

Credit value at Level 3	Minimum 6 credits	
Credit value of mandatory unit	6	
Mandatory unit	Level	Credits
Preparing to support learning	3	6

There is no optional credit in the *Level 3 Award in preparing to support learning*

## Approach to developing qualifications for learning support practitioners with particular areas of specialism (named specialist pathway)

This section details the approach to providing qualifications for learning support practitioners in an area of specialism. During 2008 Lifelong Learning UK has undertaken research relating to specialisms for literacy, language and numeracy. It is intended that a pathway for those working as specialists with learners with learning difficulties and/or disabilities will be developed in 2009. Awarding institutions who wish to develop qualifications for other areas of specialism should contact Lifelong Learning UK.

For those working within the Qualifications and Credit Framework (QCF), a qualification for specialist learning support practitioners will be developed as a pathway and not a separate qualification. Organisations not working within the QCF will develop qualifications as appropriate for the area of specialism.

### Title of qualification

The area of specialism should be reflected in the title of the qualification. For those working within the QCF

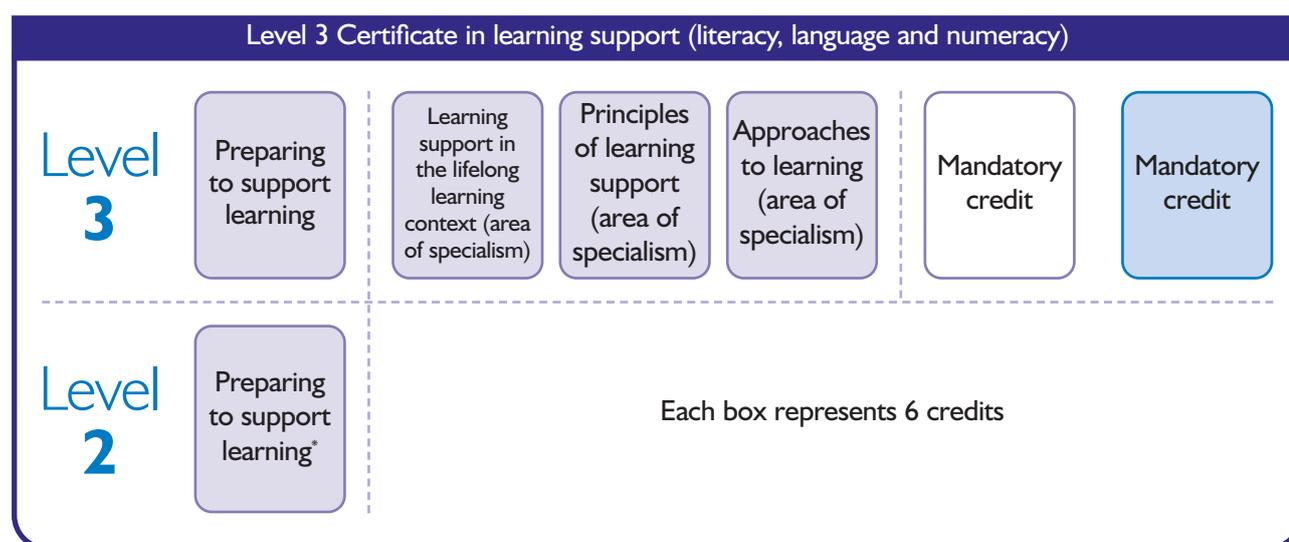
this will be expressed as a bracketed extension to the title of the generic qualification. Higher education institutions can name their own qualifications, but are encouraged to adopt similar terminology so that trainee practitioners and employers are able to identify appropriate qualifications.

### Credit value

The credit value will be higher than the minimum required for the generic qualification. For those working within the QCF the certificate qualification for an area of specialism will have a credit value of 36. There is no proposal to develop a diploma qualification for this role at the present time. Those not working within the QCF may wish to develop qualifications with a higher credit value.

### Units of assessment

It is currently proposed that all units of assessment in a specialist pathway will be mandatory. There will be a minimum of five units.



Units of assessment	
Preparing to support learning	This can be achieved at either level 2 or 3 and has a credit value of 6 credits. It is not expected that this would be contextualised for the area of specialism.
Learning support in the lifelong learning context (area of specialism)	The learning outcomes and assessment criteria are identical to those in the units of assessment for the generic pathway.
Principles of learning support	These units of assessment will be contextualised for the particular area of specialism. These will therefore be different units within the Qualifications and Credit Framework (QCF) using a bracketed extension to the title to identify the specialism.
Approaches to learning	Candidates who have undertaken the generic units will be able to take these units within the area of specialism. This is a similar approach to that of fully integrated initial teacher qualifications. These units are each at level 3 and have a credit value of 6.
Remaining mandatory credit	There is no optional credit within the pathway for an area of specialism. This must amount to a further 12 credits at a minimum of level 3. The credit value of any unit of assessment in any specialist pathway is yet to be determined.

### Learning support practice

- 40 hours of learning support practice should be undertaken to reflect the greater demands of working in an area of specialism
- At least 20 hours of learning support practice should be in the area of specialism addressed by the *Level 3 Certificate in learning support* (specialist pathway)
- It is recommended that the learning support practitioner has access to specialist expertise in the relevant area of the specialist pathway.

### Assessment of learning support practice

Assessment of practice should take place through observation on at least four occasions totalling four hours. Two of these observations should be by a specialist in the same area of learning as the learning support specialist pathway. Observation should be for at least 45 minutes on each occasion.

### Locations for learning support practice

As for the generic pathway.

### Guided learning hours

To be confirmed.

### Accreditation of prior learning

In line with the requirements of awarding institutions and appropriate regulatory bodies.

### Entry requirements

It is proposed to establish entry requirements for each specialist pathway as appropriate. These have yet to be determined.

### Personal skills in literacy, numeracy and ICT

These are the same as for the generic pathway, but there may be additional requirements for a specialist pathway. Trainees should be provided with:

- Support and resources that will enable them to assess their strengths and development needs in English, Mathematics, ICT and wider skills.
- Opportunities to develop their personal skills in English, Mathematics, ICT and wider key skills **towards** a minimum standard of level 2.
- Opportunities to develop knowledge, understanding and skills in relation to supporting the literacy, language, numeracy and ICT needs of learners.

Further guidance will be provided in a companion document.

# 3

## Section 3: Units of assessment

The following units are offered within these qualifications:

*Level 2 Award in preparing to support learners*

*Level 3 Award in preparing to support learners*

*Level 3 Certificate in learning support*

Please refer back to Section 2 for details of the specific structure of each qualification.

Further units will be developed to support named specialist pathways.

	Level 2	Level 3	Credit Value
<b>Introductory Mandatory Unit</b>			
Preparing to support learning	✓	✓	6
<b>Other Mandatory Units</b>			
Learning support in lifelong learning contexts		✓	6
Principles of learning support		✓	6
Approaches to learning		✓	6
<b>Optional Units</b>			
Equality and diversity		✓	6
Inclusive approaches to providing information*	✓		1
Literacy, ESOL, numeracy and ICT needs for work, education and life	✓		2
Managing behaviours in the learning environment		✓	6
Practice based investigation		✓	6
Preparing for the mentoring role		✓	6
Principles and practice of family learning	✓	✓	3
Providing learners with personal care support		✓	3
Skills check and signposting for literacy, language numeracy and ICT*	✓		1
Supporting and promoting a responsive service*	✓		1
Supporting learners in a subject or vocational area		✓	6
Supporting the learning of 14-19 year olds in the lifelong learning sector		✓	6
Using ICT to support learning		✓	3

\* These units are also included in the Level 2 Award in literacy, language, numeracy and ICT awareness.

## Mandatory units of assessment

**Unit Title:** Preparing to support learning

**Level:** 2

**Credit Value:** 6

This unit has five learning outcomes.

### Unit aims:

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.

### Standards mapping:

AP1, AK1.1, 1.2, 1.3, AP2, AK2.1, 2.2, 2.3, AP4, AK4.1, AP5, AK5.1, 5.2, 5.3, AP6, AK6.1, 6.2, AP7, AK7.1, AP7, AK8.1, 8.2, 8.3, AP9, AK9.1, 9.2, AP11, AK11.1, AP12, AK12.1, 12.2, 12.3, AP13, AK13.1, 13.2, AP15, AK15.1, 15.2, AP16, AK16.1, 16.2, AP17, AK17.1, 17.2, 17.3

BP1, BK1.1, 1.2, 1.3, BP2, BK2.1, 2.2, BP3, BK3.1, 3.2, 3.3, BP4, BK4.1, 4.2, 4.3, BP5, BK5.1, 5.2, BP6, BK6.1

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate knowledge and understanding of lifelong learning	1.1 Describe the contribution of learning support in raising learner achievement. 1.2 Describe the importance of learning in enabling learners to participate effectively in work and the community and to achieve their personal goals. 1.3 Outline a range of progression routes for learners in a particular context or setting.
2. Demonstrate knowledge and understanding of learning support practice	2.1 Describe key responsibilities of a learning support practitioner. 2.2 Describe how to work with others to support learning in a particular context. 2.3 Identify key aspects of relevant current legislative requirements and organisational codes of practice within a particular context.
3. Demonstrate knowledge and understanding of key principles underpinning learning support practice	3.1 Identify values and principles which underpin learning support practice. 3.2 Describe key features of an inclusive learning environment. 3.3 Describe strategies to promote independent learning and self determination. 3.4 Describe the importance of effective communication strategies. 3.5 Explain the importance of literacy, language, numeracy, ICT and wider key skills for independent learning.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>4. Demonstrate knowledge and understanding of approaches to learning</p>	<p>4.1 Describe how individual learner needs may be addressed through the planning, delivery, assessment and review of learning.</p> <p>4.2 Describe how a learning support practitioner may contribute to the planning, delivery, assessment and review of learning.</p> <p>4.3 Explain how to use learning support activities to engage and motivate learners.</p> <p>4.4 Explain how to address individual learner needs through the selection, adaptation and use of resources, including assistive technologies and ICT.</p> <p>4.5 Describe a range of effective communication strategies including the use of assistive technologies and ICT.</p>
<p>5. Demonstrate knowledge and understanding of how to evaluate and improve learning support practice</p>	<p>5.1 Explain the effectiveness of an observed learning support session.</p> <p>5.2 Describe own strengths and development needs in relation to learning support practice.</p> <p>5.3 Plan for opportunities to meet own identified development needs in literacy, numeracy, ICT and wider key skills.</p>

**Unit Title:** Preparing to support learning

**Level:** 3

**Credit Value:** 6

This unit has five learning outcomes.

#### Unit aims:

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.

#### Standards mapping:

AP1, AK 1.1, 1.2, 1.3, AP2, AK2.1, 2.2, 2.3, AP4, AK4.1, AP5, AK5.1, 5.2, 5.3, AP6, AK6.1, 6.2, AP7, AK7.1, AP7, AK8.1, 8.2, 8.3, AP9, AK9.1, 9.2, AP11, AK11.1, AP12, AK12.1, 12.2, 12.3, AP13, AK13.1, 13.2, AP15, AK15.1, 15.2, AP16, AK16.1, 16.2, AP17, AK17.1, 17.2, 17.3

BP1, BK 1.1, 1.2, 1.3, BP2, BK2.1, 2.2, BP3, BK3.1, 3.2, 3.3, BP4, BK4.1, 4.2, 4.3, BP5, BK5.1, 5.2, BP6, BK 6.1

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate knowledge and understanding of lifelong learning	1.1 Explain the contribution of learning support in raising learner achievement. 1.2 Discuss the value of learning for individual learners. 1.3 Describe a range of progression routes and opportunities for learners in own context.
2. Demonstrate knowledge and understanding of learning support practice	2.1 Explain key responsibilities of a learning support practitioner. 2.2 Explain how to work with others to support learning in a particular context. 2.3 Identify key aspects of relevant current legislative requirements and organisational codes of practice within a particular context.
3. Demonstrate knowledge and understanding of key principles underpinning learning support practice	3.1 Discuss values and principles which underpin learning support practice. 3.2 Explain key features of an inclusive learning environment. 3.3 Describe strategies to promote independent learning and self determination. 3.4 Explain the importance of effective communication strategies. 3.5 Explain the importance of literacy, language, numeracy, ICT and wider key skills for independent learning.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>4. Demonstrate knowledge and understanding of approaches to learning</p>	<p>4.1 Explain how individual learner needs may be addressed through the planning, delivery, assessment and review of learning.</p> <p>4.2 Explain how a learning support practitioner may contribute to the planning, delivery, assessment and review of learning.</p> <p>4.3 Explain how to use learning support activities to engage and motivate learners.</p> <p>4.4 Explain how to address individual learner needs through the selection, adaptation, use and review of resources, including assistive technologies and ICT.</p> <p>4.5 Describe the effective use of a range of communication strategies including the use of assistive technologies and ICT.</p>
<p>5. Demonstrate knowledge and understanding of how to evaluate and improve learning support practice</p>	<p>5.1 Reflect on the effectiveness of an observed learning support session.</p> <p>5.2 Reflect on own strengths and development needs in relation to learning support practice.</p> <p>5.3 Plan for opportunities to meet own development needs in literacy, numeracy, ICT and wider key skills.</p>

**Unit Title:** Learning support in lifelong learning contexts

**Level:** 3

**Credit Value:** 6

This unit has six learning outcomes.

**Unit aims:**

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.

**Standards mapping:**

AP1, AK 1.4, AP2, AK2.1, AP4, AK4.1, AP7, AK7.1, AP9, AK9.1, AP12, AK12.1, 12.2, 12.3, AP13, AK13.1, 13.2, AP14, AK14.1, AP15, AK15.1, 15.2, AP16, AK16.2, AP17, AK17.1, 17.2, 17.3

BP1, BK 1.1, 1.2, 1.3, BP2, BK2.2, BP3, BK3.1, 3.2, BP7, BK7.2

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate knowledge and understanding of the nature and purpose of learning support in a range of contexts	1.1 Identify key features of a range of learning and teaching settings which provide a context for learning support. 1.2 Explain the potential impact of learning support practice on the quality of provision in a particular context. 1.3 Explain key features of successful collaborative approaches to the planning and delivery of learning support in a range of contexts.
2. Demonstrate knowledge and understanding of the role of context in learning support	2.1 Explain key factors which inform strategies for learning and teaching in a range of settings, identifying barriers and boundaries. 2.2 Explain how the nature of learning support provision may vary in different contexts. 2.3 Identify benefits and limitations of thematic approaches to learning support. 2.4 Explain ways in which learning can be generalised and transferred between different settings.
3. Demonstrate knowledge and understanding of the role and responsibilities of a learning support practitioner	3.1 Explain the relationship between the learning support practitioner and the person leading the learning. 3.2 Explain the relationship between own role and the roles of other relevant parties in supporting learning. 3.3 Explain own responsibilities with reference to current and relevant legislation and codes of practice within a particular context.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
4. Demonstrate knowledge and understanding of how to work with others to support learning	4.1 Work with other relevant parties to support individual learning needs, demonstrating good practice. 4.2 Communicate effectively with appropriate and relevant parties to meet the needs of learners.
5. Demonstrate and understand knowledge of ways that literacy, language, numeracy and ICT knowledge and skills both impact on and may be developed through learning in different contexts	5.1 Identify ways in which own knowledge, understanding and personal skills in literacy, language, numeracy and ICT impact on learning and teaching processes. 5.2 Plan appropriate development opportunities to improve own knowledge, understanding and personal skills in literacy, language, numeracy and ICT in order to effectively support learners.
6. Demonstrate knowledge and understanding of how to evaluate and improve own learning support practice in a range of contexts	6.1 Reflect on the effectiveness of own learning support practice in different settings drawing on a range of indicators including the views of learners and colleagues. 6.2 Identify and plan for opportunities to improve own practice.

**Unit Title:** Principles of learning support

**Level:** 3

**Credit Value:** 6

This unit has six learning outcomes.

#### Unit aims:

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.

#### Standards mapping:

API, AK 1.5, AP2, AK2.1, 2.2, 2.3, 2.4, 2.5, AP3, AK3.1, 3.2, 3.3, AP4, AK4.1, AP5, AK5.1, 5.3, AP6, AK6.1, AP7, AK7.1, AP9, AK9.1, 9.2, API0, AK10.1, 10.2, 10.3, API1, AK11.1, API6, AK16.2

BP1, BK 1.2, BP2, BK2.1, 2.2, BP4, BK4.1, BP5, BK5.1, 5.2, 5.3, BP6, BK6.1

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate knowledge and understanding of the values and principles that underpin learning support practice	1.1 Explain the values and principles which underpin effective learning support practice. 1.2 Reflect on the impact of own values and judgements on learning support practice.
2. Demonstrate knowledge and understanding of learners and their learning support needs	2.1 Explain how the learner is central to the process in the negotiation, planning and delivery of learning support. 2.2 Explain how social, cultural and personal factors, including limited literacy, language numeracy and ICT skills can impact on learner motivation, confidence and achievement within a specified learning programme. 2.3 Use varied learning support strategies flexibly to support the needs of learners.
3. Demonstrate knowledge and understanding of key features of an inclusive learning environment	3.1 Explain key features of an inclusive learning environment. 3.2 Explain the responsibilities of the learning support practitioner in promoting an inclusive learning environment. 3.3 Explain how to use communication to promote inclusive learning, including the use of ICT and assistive technology.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>4. Demonstrate knowledge and understanding of how to promote inclusive learning</p>	<p>4.1 Explain ways in which particular strategies, including the use of technology, can enhance learning.</p> <p>4.2 Explain ways of encouraging behaviours that contribute to an inclusive learning environment.</p> <p>4.3 Explain the use of a range of inclusive learning strategies to engage and motivate learners.</p> <p>4.4 Identify opportunities and strategies which enable learners to provide feedback to inform practice.</p>
<p>5. Demonstrate knowledge and understanding of how to promote independent learning</p>	<p>5.1 Explain ways in which learning support practitioners may promote self advocacy for learners in relation to the planning, implementation and review of learning activities.</p>
<p>6. Understand and demonstrate a knowledge of ways that inclusive and independent learning may be enabled through the development and application of knowledge and skills in literacy, language, numeracy and ICT</p>	<p>6.1 Discuss the importance of literacy, language, numeracy and ICT skills for inclusive and independent learning.</p> <p>6.2 Explain inclusive approaches to supporting learner development of literacy, language, numeracy, ICT and wider key skills.</p>

**Unit Title:** Approaches to learning

**Level:** 3

**Credit Value:** 6

This unit has five learning outcomes.

**Unit aims:**

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.

**Standards mapping:**

API, AK 1.2, 1.5, AP2, AK2.1, 2.2, 2.3, 2.4, 2.5, AP3, AK3.1, AP4, AK4.1, AP5, AK5.1, 5.2, 5.3, AP7, AK7.1, AP9, AK9.1, API4, AK14.1, API5, AK15.1, API6, AK16.1, API7, AK17.3

BP1, BK 1.1, 1.3, BP2, BK2.1, 2.2, BP4, BK4.1, 4.2, 4.3, BP5, BK5.1, 5.2, BP6, BK6.1, 6.2, BP7, BK7.1

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate knowledge and understanding of the learning process	1.1 Explain key principles of learning. 1.2 Explain key factors in effective learning.
2. Demonstrate knowledge and understanding of the planning, delivery and assessment cycle of a learning programme	2.1 Explain the process for negotiating and agreeing individual learning goals. 2.2 Explain the planning, delivery, assessment and review cycle of an identified learning programme. 2.3 Describe approaches to assessment which promote learning and progression. 2.4 Explain the roles and responsibilities of a learning support practitioner and of other relevant parties in the planning, delivery and assessment of a learning programme. 2.5 Contribute to the planning, recording and review of learning support provision which meets the individual needs of learners.
3. Demonstrate knowledge and understanding of strategies to support learning	3.1 Use a range of appropriate strategies, including e-learning, to engage and motivate learners. 3.2 Use different types of assessment for and of learning to meet the individual needs of learners. 3.3 Use of a range of learner-centred and applied activities for developing, practising and applying literacy, language numeracy and ICT skills. 3.4 Support the recording and reporting of learner progress and achievement in line with internal and external requirements.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>4. Demonstrate knowledge and understanding of how to use resources inclusively</p>	<p>4.1 Explain ways in which resources, including e-learning resources and those using new technologies, can be used to meet particular learning needs, identifying benefits and limitations.</p> <p>4.2 Adapt learning resources, as appropriate, working with the person leading the learning and the learners.</p>
<p>5. Understand and demonstrate knowledge of ways to promote effective learning through support for the development of learners' literacy, language, numeracy, ICT and wider key skills</p>	<p>5.1 Explain how literacy, language, numeracy, ICT and wider key skills can be developed through their integration in learning support practice.</p> <p>5.2 Integrate support for learners' literacy, language, numeracy, ICT and wider key skills into learning support practice as appropriate.</p>

## Optional units of assessment

**Unit Title:** Equality and diversity

**Level:** 3

**Credit Value:** 6

This unit has five learning outcomes.

### Unit aims:

This unit aims to develop the learner's knowledge and understanding of key issues relating to promoting equality and valuing diversity and to enable the learner to promote equality and value diversity effectively within own practice.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand the key features of a culture which promotes equality and values diversity	1.1 Explain the meaning and benefits of diversity and the promotion of equality. 1.2 Explain forms of inequality and discrimination and their impact on individuals, communities and society. 1.3 Identify and outline the relevant legislation, employment regulations and policies and codes of practice relevant to the promotion of equality and valuing of diversity.
2. Understand the importance of the promotion of equality and valuing of diversity for effective work in the sector	2.1 Explain how the promotion of equality and diversity can protect people from risk of harm. 2.2 Explain action taken to value individuals and its impact. 2.3 Explain good practice in providing individuals with information.
3. Understand and demonstrate behaviour appropriate to the promotion of equality and valuing of diversity	3.1 Explain and demonstrate ways of communication and behaviour which support equality and diversity. 3.2 Explain impact of own behaviour on individuals and their experience of the organisation's culture and approach. 3.3 Explain how own behaviour can impact on own organisation's culture. 3.4 Explain how working with other agencies can promote diversity.
4. Understand how to actively help others in the promotion of equality and valuing of diversity	4.1 Describe actions by individuals which can undermine equality and diversity and review strategies for dealing with these effectively. 4.2 Explain strategies for dealing with systems and structures which do not promote equality and diversity.
5. Understand how to review own contribution to promoting equality and valuing diversity	5.1 Identify own strengths and areas for development in promoting equality and valuing diversity, using reflection and feedback from individuals. 5.2 Identify and use appropriate sources for support in promoting equality and valuing diversity, explaining why this is necessary.

**Unit Title:** Inclusive approaches to providing information

**Level:** 2

**Credit Value:** 1

This unit has two learning outcomes.

**Unit aims:**

This unit aims to develop the learner’s knowledge and understanding of inclusive approaches to providing information and to enable the learner to provide clear, accurate information to meet the needs of learners.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate knowledge and understanding of ways to provide information effectively	1.1 Describe ways in which information can be provided effectively. 1.2 Describe ways in which information is made accessible. 1.3 Demonstrate the skills required to communicate effectively with people from diverse cultures.
2. Demonstrate knowledge and understanding of ways to promote learning opportunities	2.1 Describe informal ways to signpost and refer potential learners to learning provision. 2.2 Explain the importance of confidentiality and equality of access and opportunity in education.

**Unit Title:** Literacy, language, numeracy and ICT needs for work, education and life

**Level:** 2

**Credit Value:** 2

This unit has three learning outcomes.

#### Unit aims:

This unit aims to develop the learner's knowledge and understanding of key issues relating to literacy, language, numeracy and ICT skills in work, education and life and to enable the learner to develop literacy, language, numeracy and ICT skills and awareness with their own learners and others.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate knowledge and understanding of adult literacy, language, numeracy and ICT needs within communities	1.1 Describe the literacy, language, numeracy and ICT needs of people in a community in relation to key national and local priorities. 1.2 Identify key social, cultural and economic factors that influence the levels of literacy, language, numeracy and ICT skills in a community.
2. Demonstrate knowledge and understanding of the role of literacy, language, numeracy and ICT skills in enabling active participation in work, education and life	2.1 Describe how literacy, language, numeracy and ICT skills enable individuals to participate actively in work, education and life. 2.2 Identify the impact of low level communication and numeracy skills on life chances. 2.3 Demonstrate the skills required to communicate in a way that promotes inclusion.
3. Demonstrate knowledge and understanding of opportunities for developing literacy, language, numeracy and ICT skills	3.1 Describe opportunities to develop literacy, language, numeracy and ICT skills at work and in everyday life. 3.2 Identify ways in which literacy, language, numeracy and ICT learning provision can be offered to meet individual needs.

**Unit Title:** Managing behaviours in the learning environment

**Level:** 3

**Credit Value:** 6

This unit has five learning outcomes.

**Unit aims:**

This unit aims to develop the learner’s knowledge and understanding of key issues relating to managing behaviours in the learning environment and to enable the learner to use strategies for encouraging behaviours and strategies that contribute to an effective learning environment and to evaluate and improve own practice.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand key factors that can influence behaviour in the learning environment	1.1 Explain a range of factors that may lead to behaviours that contribute to an effective learning environment. 1.2 Explain a range of factors that may lead to behaviours that disrupt the learning environment.
2. Understand organisational policies relating to managing behaviour in the learning environment	2.1 Describe organisational policies relevant to managing behaviour in the learning environment.
3. Understand and demonstrate how to encourage behaviours that contribute to an effective learning environment	3.1 Explain ways of encouraging behaviours that contribute to an effective learning environment. 3.2 Use strategies for encouraging behaviours that contribute to an effective learning environment.
4. Understand how to manage behaviours that disrupt an effective learning environment	4.1 Explain ways of managing behaviours that disrupt an effective learning environment.
5. Understand how to evaluate the effectiveness of own practice in managing behaviours in the learning environment	5.1 Reflect on own practice in managing behaviours in the learning environment, drawing on the views of relevant parties, and identifying areas for development.

**Unit Title:** Practice based investigation

**Level:** 3

**Credit Value:** 6

This unit has four learning outcomes.

**Unit aims:**

This unit aims to develop the learner's knowledge and understanding of how to conduct and report on investigation of practice using appropriate research methods and protocols and to enable the learner to evaluate and improve own practice.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand and apply research methods appropriate to the investigation	1.1 Identify the key features and purpose of practice based investigation. 1.2 Explain a range of research methods relevant to practice based investigation. 1.3 Select an area for an investigation relevant to own practice, explaining reasons for the choice. 1.4 Identify ethical considerations and issues of confidentiality relevant to the investigation, explaining how these are addressed.
2. Demonstrate a knowledge and understanding of the process for practice based investigation	2.1 Devise a realistic plan to implement the investigation. 2.2 Use research methods appropriate to the investigation, explaining reasons for choice. 2.3 Identify and draw on relevant research and/or literature. 2.4 Collect, present and interpret appropriate data.
3. Understand and demonstrate how to present research conclusions	3.1 Report objectively on the investigation and its outcome. 3.2 Explain conclusions reached and identify any recommendations or further action needed.
4. Understand how to evaluate and improve own practice in carrying out an investigation	4.1 Reflect on own practice in carrying out an investigation, making suggestions for improvement as appropriate.

**Unit Title:** Preparing for the mentoring role

**Level:** 3

**Credit Value:** 3

This unit has five learning outcomes.

**Unit aims:**

This unit aims to develop the learner’s knowledge and understanding of key issues relating to the roles and responsibilities of a mentor and to enable the learner to carry out the mentoring role effectively and evaluate own practice.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand own role and responsibilities in relation to mentoring	1.1 Identify and describe the role and responsibilities of the mentor, indicating the boundaries of the role. 1.2 Identify and explain the qualities and skills required in a mentor. 1.3 Identify and describe resources and/or materials required for mentoring.
2. Understand ways to identify individual mentoring needs	2.1 Identify and describe individual learning needs that may be met through mentoring. 2.2 Identify and describe individual learning preferences that need to be considered when mentoring.
3. Understand key techniques to establish and maintain an effective mentoring relationship	3.1 Identify and explain styles of mentoring to meet learner needs. 3.2 Explain the importance of and demonstrate a code of conduct, ground rules and confidentiality in a mentoring relationship. 3.3 Explain and demonstrate ways of assisting mentees to clarify their goals and explore options to facilitate their achievement. 3.4 Explain and demonstrate strategies which can be used to clarify situations and overcome misunderstandings. 3.5 Describe and demonstrate ways of building rapport with individuals in mentoring sessions. 3.6 Describe and demonstrate ways of creating an environment in which effective mentoring can take place.
4. Understand how to review progress	4.1 Describe how to review the mentee’s progress, identifying action required. 4.2 Explain and use good practice in providing feedback to mentees on their progress.
5. Understand how to evaluate the effectiveness of own practice	5.1 Use reflective practice and feedback from others to review effectiveness of own mentoring role and identify areas for development.

**Unit Title:** Principles and practice of family learning

**Level:** 2

**Credit Value:** 3

This unit has six learning outcomes.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate an understanding of the benefits of parents becoming more involved in their children's learning	1.1 Describe ways in which parents can support their children's learning. 1.2 Describe how family learning and family literacy, language and numeracy family literacy, language and numeracy programmes support families. 1.3 Define intergenerational learning.
2. Demonstrate an understanding of the background and policy context of family learning provision	2.1 Outline ways in which two specified current key government policies relate to family learning and family literacy, language and numeracy. 2.2 Describe how family learning and family literacy, language and numeracy can support the agenda of a range of government policies/departments.
3. Demonstrate an understanding of the key features of effective family learning and family literacy, language and numeracy provision	3.1 Describe the differences between wider family learning and family literacy, language and numeracy. 3.2 Describe key features of the effective delivery of family learning and family literacy, language and numeracy programmes. 3.3 Outline the benefits and challenges of a family learning or family literacy, language and numeracy programme in a familiar setting. 3.4 Outline health, safety, security and safeguarding issues when working with parents and children in family learning or family literacy, language and numeracy programmes.
4. Demonstrate an understanding of how to engage target groups of learners for family learning and family literacy, language and numeracy	4.1 Describe effective strategies for engaging parents and carers in family learning and/or family literacy, language and numeracy. 4.2 Explain a range of personal and institutional barriers that can affect the participation of adults and children in family learning and family literacy, language and numeracy. 4.3 Describe how parents/carers who have not benefited fully from the education system can support their children's learning.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>5. Demonstrate an understanding of the range of partnerships needed to enhance working with parents</p>	<p>5.1 Outline the benefits of partnership between home and the formal setting.</p> <p>5.2 Define the roles and responsibilities of key professional partners in delivering family learning and family literacy, language and numeracy programmes.</p> <p>5.3 Describe opportunities available to support parents with skills for life needs.</p>
<p>6. Demonstrate an understanding of own role and responsibilities in relation to working with families</p>	<p>6.1 Describe how own practices in a support, teaching or facilitation role contribute to raising parents' and children's confidence, self-esteem and skills.</p> <p>6.2 Outline the boundaries of own role in supporting parents and children in family learning and family literacy, language and numeracy.</p> <p>6.3 Describe appropriate referral routes for a range of needs of parents and children.</p> <p>6.4 Use regular reflection and feedback from others to review own practice.</p>

**Unit Title:** Principles and practice of family learning

**Level:** 3

**Credit Value:** 3

This unit has seven learning outcomes.

#### Unit aims:

This unit aims to develop the learner's knowledge and understanding of key issues relating to the principles and practice of wider family learning and family literacy, language and numeracy and to enable the learner to evaluate and improve own practice.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate an understanding of the rationale for encouraging parental involvement in children's learning	1.1 Explain key factors which impact on children's learning and development including the role of parental support. 1.2 Explain how research findings support family learning and family literacy, language and numeracy developments. 1.3 Explain the concept of intergenerational learning and its benefits for adults and children in wider family learning and family literacy, language and numeracy
2. Demonstrate an understanding of the background and policy context of family learning provision	2.1 Explain current policy contexts which impact on parents and families. 2.2 Explain the contribution of family learning and family literacy, language and numeracy to different policy contexts. 2.3 Explain key funding criteria affecting provision for wider family learning and family literacy, language and numeracy
3. Demonstrate an understanding of the key features of effective family learning and family literacy, language and numeracy provision	3.1 Explain key features of the effective delivery of family learning and family literacy, language and numeracy programmes. 3.2 Explain the benefits and challenges of a family learning or family literacy, language and numeracy programme in a given setting. 3.3 Explain health, safety, security and safeguarding issues when working with parents and children in family learning and family literacy, language and numeracy programmes.
4. Demonstrate an understanding of how to engage target groups of learners for family learning and family literacy, language and numeracy	4.1 Explain effective strategies for engaging parents in family learning and/or family literacy, language and numeracy 4.2 Explain a range of institutional, personal, cultural and language barriers that can affect the participation of adults and children in family learning. 4.3 Describe and explain how parents/carers who have not benefited fully from the education system can support their children's learning.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>5. Demonstrate an understanding of the range of partnerships needed to enhance working with parents</p>	<p>5.1 Explain the importance of partnership between home and the formal setting.</p> <p>5.2 Explain the roles and responsibilities of key professional partners in family learning and family literacy, language and numeracy</p> <p>5.3 Describe key features of effective partnership working in family learning and family literacy, language and numeracy</p> <p>5.4 Explain opportunities available to support parents with skills for life needs.</p>
<p>6. Demonstrate an understanding of own role and responsibilities in relation to working with families</p>	<p>6.1 Explain how own practices in a support, teaching or facilitation role contribute to raising parents' and children's confidence, self-esteem and skills.</p> <p>6.2 Explain the boundaries of own role in relation to supporting parents and children in family learning and family literacy, language and numeracy.</p> <p>6.3 Describe appropriate referral routes for a range of needs of parents and children.</p>
<p>7. Demonstrate an understanding of how reflection, evaluation and feedback can be used to develop good practice in engaging parents and children in family learning provision</p>	<p>7.1 Use regular reflection and feedback from others including learners and partners to evaluate own practice in a family learning context and identify areas for development.</p>

**Unit Title:** Providing learners with personal care support

**Level:** 3

**Credit Value:** 3

This unit has three learning outcomes.

**Unit aims:**

This unit aims to develop the learner's knowledge and understanding of key issues relating to the provision of personal care support, to enable the learner to provide effective support with personal care and to evaluate and improve own practice.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate knowledge and understanding of the importance of learner self advocacy in the management of personal care needs	1.1 Explain the importance of providing learners with informed choices about their personal care needs. 1.2 Demonstrate good practice in providing learners with informed choices about how their personal care requirements may be met within a learning environment. 1.3 Provide support for personal care needs which promotes learning and which encourages and enhances learner independence.
2. Demonstrate knowledge and understanding of how to provide support with personal care	2.1 Explain the importance of a sensitive approach to providing personal care support to learners which promotes their self-image and self-esteem and maintains their dignity. 2.2 Identify resources available for the provision of support for eating and drinking. 2.3 Demonstrate compliance with health and safety requirements when providing support with personal care.
3. Demonstrate knowledge and understanding of how to evaluate and improve own practice in providing support with personal care	3.1 Reflect on the effectiveness of own practice in providing support in personal care, drawing on the views of learners and colleagues, making recommendations for improvement as appropriate.

**Unit Title:** Skills check and signposting for literacy, language, numeracy and ICT needs

**Level:** 2

**Credit Value:** 1

This unit has three learning outcomes.

**Unit aims:**

This unit aims to develop the learner’s knowledge and understanding of key issues relating to skills checking and signposting of literacy, language, numeracy and ICT needs and to enable the learner to carry out initial assessment, skills checking and signposting, promoting inclusion and equality of opportunity.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate knowledge and understanding of how to identify literacy, language, numeracy and ICT needs	1.1 Describe a range of methods for identifying language, literacy, numeracy and ICT learning needs. 1.2 Demonstrate the communication skills required to identify language, literacy, numeracy and ICT learning needs.
2. Demonstrate knowledge and understanding of how to carry out initial assessment and skills checking	2.1 Describe a range of techniques and tools to carry out initial assessment and skills checking. 2.2 Explain the importance of providing constructive feedback when carrying out initial assessment and skills checking.
3. Demonstrate knowledge and understanding of ways to refer potential learners to relevant provision	3.1 Describe ways to refer potential learners to learning provision which meets their needs. 3.2 Explain the importance of confidentiality and equality of access and opportunity in education.

**Unit Title:** Supporting and promoting a responsive service

**Level:** 2

**Credit Value:** 1

This unit has three learning outcomes.

**Unit aims:**

This unit aims to develop the learner's knowledge and understanding of key issues relating to supporting and providing responsive and effective literacy, language, numeracy and ICT provision.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate knowledge and understanding of key features of effective literacy, language, numeracy and ICT learning opportunities	1.1 Describe key features of effective literacy, language, numeracy and ICT learning provision. 1.2 Describe ways to identify and share good practice and resources.
2. Demonstrate knowledge and understanding of a whole organisation approach to literacy, language, numeracy and ICT	2.1 Describe the key elements of a whole organisation approach to literacy, language, numeracy and ICT provision. 2.2 Identify appropriate training opportunities for staff. 2.3 Demonstrate the skills required to communicate these opportunities effectively to staff.
3. Demonstrate knowledge and understanding of the role of own organisation in relation to literacy, language, numeracy and ICT needs	3.1 Outline the role of own organisation within other community, workplace or educational provision.

**Unit Title:** Supporting learners in a subject or vocational area

**Level:** 3

**Credit Value:** 6

This unit has four learning outcomes.

**Unit aims:**

This unit aims to develop the learner’s knowledge and understanding of key issues relating to supporting learners in a subject or vocational area and to enable the learner to support learning in a specific subject or vocational area effectively and to evaluate and improve own practice.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate a knowledge and understanding of learning provision in a specific subject / vocational area	1.1 Explain the aims of learning provision in own specialist area. 1.2 Demonstrate knowledge and expertise in supporting own subject / vocational area.
2. Demonstrate knowledge and understanding of working with others to provide subject / vocational learning support	2.1 Explain the relationship between the role of the person leading the learning and the subject / vocationally based learning support practitioner. 2.2 Demonstrate good practice in working with others to support learning in subject / vocational area.
3. Demonstrate a knowledge and understanding of inclusive approaches to subject / vocational support of learning	3.1 Contribute to the planning, assessment and review of learning in a specific subject / vocational context. 3.2 Explain and use a range of strategies to support learning in subject / vocational area. 3.3 Select, adapt and use a range of inclusive resources to support subject / vocational teaching and learning.
4. Demonstrate knowledge and understanding of how to evaluate and improve own learning support practice in specific subject / vocational area	4.1 Reflect on the effectiveness of learning support in subject or vocational context. 4.2 Identify and plan for opportunities to up date and develop own knowledge and expertise in subject and / or vocational area. 4.3 Identify and plan for opportunities to develop own practice in providing learning support in a particular subject or vocational area.

**Unit Title:** Supporting the learning of 14-19 year olds

**Level:** 3

**Credit Value:** 6

This unit has five learning outcomes.

#### Unit aims:

This unit aims to develop the learner's knowledge and understanding of key issues relating to supporting 14-19 year olds in current educational provision and to enable the learner to provide effective learning support for 14- 19 year old learners in lifelong learning settings and to evaluate and improve own practice.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate knowledge and understanding of current provision in education and training for 14-19 year olds	1.1 Describe current provision for 14-19 year olds in the compulsory and post compulsory sectors. 1.2 Explain the relationship between the compulsory and post compulsory sectors with regard to provision for 14-19 year olds. 1.3 Explain the impact on own practice of legislation relating to working with 14-19 year olds.
2. Demonstrate knowledge and understanding of the learning and emotional needs of 14-19 year olds	2.1 Explain key features of the cognitive, physical and emotional development of 14-19 year olds. 2.2 Explain approaches to learning support appropriate for 14-19 year olds which promote inclusion. 2.3 Explain and demonstrate communication methods appropriate to the needs of 14-19 year olds.
3. Demonstrate knowledge and understanding of working collaboratively to support 14-19 year old learners	3.1 Explain how own role relates to that of others in own organisation and in relevant external agencies. 3.2 Explain and demonstrate good practice in collaborative and cross sector working to support planning, the learning provision, assessment and review. 3.3 Demonstrate effective communication on learner progress and other relevant areas with all colleagues and partners. 3.4 Explain the importance of confidentiality when working collaboratively.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>4. Demonstrate understanding and use of learning support strategies which meet the needs of 14-19 year old learners</p>	<p>4.1 Support learners in transferring learning to new and/or different contexts, explaining good practice.</p> <p>4.2 Support learners in the development of learning strategies which promote effective learning in different settings and for different purposes, explaining good practice.</p> <p>4.3 Demonstrate use of strategies to support learners in the development of functional skills, explaining good practice.</p>
<p>5. Understand how to evaluate and improve own practice in supporting the learning of 14-19 year olds</p>	<p>5.1 Reflect on own practice in supporting the learning of 14-19 year olds, drawing on the views of relevant parties, and identifying areas for development as appropriate.</p>

**Unit Title:** Using ICT to support learning

**Level:** 3

**Credit Value:** 3

This unit has four learning outcomes.

#### Unit aims:

This unit aims to develop the learner's knowledge and understanding of key issues relating to the use of ICT to support learning and to enable the learner to use ICT effectively to support learners and to evaluate and improve own practice.

Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Demonstrate knowledge and understanding of how the application of ICT can support and enhance learning	1.1 Explain key features of e-learning and e-assessment, including ICT based initial assessment, tools to support learning and collaborative technologies. 1.2 Explain the suitability of e-learning and e-assessment for a range of contexts. 1.3 Explain limitations of e-learning and e-assessment.
2. Demonstrate knowledge and understanding of how to support learners in e-learning and e-assessment	2.1 Explain own role in supporting e-learning and e-assessment, identifying good practice. 2.2 Support learners in the use of ICT based diagnostics/initial assessment, explaining good practice. 2.3 Support learners in the use of an e-learning activity, explaining how identified individual needs are met. 2.4 Support learners in the use of ICT to carry out an e-assessment activity, explaining how identified individual needs are met. 2.5 Demonstrate effective use of e-communication for record keeping and other appropriate aspects of role.
3. Demonstrate knowledge and understanding of how to review the effectiveness of support provided for e-learning and e-assessment	3.1 Reflect on support provided for e-learning and e-assessment and make recommendations for improvement, drawing on the views of others, including learners.
4. Demonstrate knowledge and understanding of how to evaluate and improve own ICT skills for supporting e-learning and e-assessment	4.1 Reflect on own ICT user skills, identifying areas for development. 4.2 Plan, as appropriate, for the improvement of own ICT user skills to support e-learning. 4.3 Reflect on own practice in the use of ICT to support learning. 4.4 Plan, as appropriate, for the improvement of knowledge and understanding of the application of ICT to learning processes.

# Appendix

## Mapping of National Occupational Standards for learning support practitioners against mandatory units of assessment for Level 3 Certificate in learning support

Key	Unit title
PSL2	Preparing to support learning at level 2
PSL3	Preparing to support learning at level 3
LSSLLC	Learning support in lifelong learning contexts
PLS	Principles of learning support
AL	Approaches to learning

Standard A		Standard B		Standard C	
Element	Coverage	Element	Coverage	Element	Coverage
API	PSL2, PSL3 LSSLLC PLS AL	BP 1	PSL2, PSL3 LSSLLC AL	CPI	
AK 1.1	PSL2, PSL3	BK 1.1	PSL2, PSL3 LSSLLC AL	CK 1.1	
AK 1.2	PSL2, PSL3 AL	BK 1.2	PSL2, PSL3 LSSLLC	CK 2.1	
AK 1.3	PSL2, PSL3	BK 1.3	PSL2, PSL3 LSSLLC AL	CP 2	
AK 1.4	LSSLLC PLS	BP 2	PSL2, PSL3 AL	CK 2.2	
AK 1.5	PLS AL	BK 2.1	PSL2, PSL3 AL	CK 2.3	
AP 2	PSL2, PSL3 LSSLLC PLS AL	BK 2.2	PSL2, PSL3 AL	CP 3	
AK 2.1	PSL2, PSL3 LSSLLC PLS AL	BP 3	PSL2, PSL3 LSSLLC	CK 3.1	
AK 2.2	PSL2, PSL3 PLS AL	BK 3.1	PSL2, PSL3 LSSLLC	CP 4	

Standard A		Standard B		Standard C	
Element	Coverage	Element	Coverage	Element	Coverage
AK 2.3	PSL2, PSL3 PLS AL	BK 3.2	PSL2, PSL3	CK 4.1	
AK 2.4	PLS AL	BK 3.3	PSL2, PSL3	CP 5	
AK 2.5	PLS AL	BP 4	PSL2, PSL3 LSLLC AL	CK 5.1	
AP 3	PLS AL	BK 4.1	PSL2, PSL3 AL	CP 6	
AK 3.1	PLS AL	BK 4.2	PSL2, PSL3 LSLLC AL	CK 6.1	
AK 3.2	PLS	BK 4.3	PSL2, PSL3 LSLLC AL	CP 7	
AK 3.3	PLS	BP 5	PSL2, PSL3 AL	CK 7.1	
AP 4	PSL2, PSL3 LSLLC PLS AL	BK 5.1	PSL2, PSL3 AL	CK 7.2	
AK 4.1	PSL2, PSL3 LSLLC PLS AL	BK 5.2	PSL2, PSL3 AL		
AK 4.3	PSL2, PSL3 AL	BP 6	PSL2, PSL3 AL		
AP 5	PSL2, PSL3 PLS AL	BK 6.1	PSL2, PSL3 AL		
AK 5.1	PSL2, PSL3 PLS AL	BP 7	LSLLC AL		
AK 5.2	PSL2, PSL3 PLS AL	BK 7.1	AL		
AK 5.3	PSL2, PSL3 AL	BK 7.2	LSLLC		
AP 6	PSL2, PSL3 PLS				
AK6.1	PSL2, PSL3 PLS				

Standard A		Standard B		Standard C	
Element	Coverage	Element	Coverage	Element	Coverage
AK 6.2	PSL2, PSL3				
AP 7	PSL2, PSL3 LSLLC PLS AL				
AK 7.1	PSL2, PSL3 LSLLC PLS AL				
AP 8	PSL2, PSL3				
AK 8.1	PSL2, PSL3				
AK 8.2	PSL2, PSL3				
AK 8.3	PSL2, PSL3				
AP 9	PSL2, PSL3 LSLLC PLS AL				
AK 9.1	PSL2, PSL3 LSLLC PLS AL				
AK 9.2	PSL2, PSL3 PLS				
AP 10	PLS				
AK 10.1	PLS				
AK 10.2	PLS				
AK 10.3	PLS				
AP 11	PSL2, PSL3 PLS				
AK 11.1	PSL2 , PSL3 PLS				
AP 12	PSL2, PSL3 LSLLC				
AK 12.1	PSL2, PSL3 LSLLC				
AK 12.2	PSL2, PSL3 LSLLC				
AK 12.3	PSL2, PSL3 LSLLC				
AP 13	PSL2, PSL3 LSLLC				

Standard A		Standard B		Standard C	
Element	Coverage	Element	Coverage	Element	Coverage
AK 13.1	PSL2, PSL3 LSLLC				
AK 13.2	PSL2, PSL3 LSLLC				
AP 14	LSLLC AL				
AK 14.1	LSLLC AL				
AP 15	PSL2, PSL3 LSLLC AL				
AK 15.1	PSL2, PSL3 LSLLC AL				
AK 15.2	PSL2, PSL3 LSLLC				
AP 16	PSL2, PSL3 LSLLC PLS				
AK 16.1	PSL2, PSL3 AL				
AK 16.2	PSL2, PSL3 LSLLC PLS				
AP 17	PSL2, PSL3 LSLLC				
AK 17.1	PSL2, PSL3 LSLLC				
AK 17.2	PSL2, PSL3 LSLLC				
AK 17.3	PSL2, PSL3 LSLLC AL				

NB The table is not intended to be definitive and those developing and/or providing the award could identify additional links



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