



## APPLICATION GUIDE

# Communication Support for D/deaf Learners

An Application of the National Occupational Standards for  
Learning Support Staff who provide Communication Support

March 2011



Skills for Learning Professionals

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# Glossary of terms

Glossary	
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 learners, within the learning process and under the direction of the person(s) leading the learning.
Communication support worker	This term is used to denote a person who performs a learning support role with a specific focus on D/deaf learners. Communication support workers work directly with D/deaf learners, within the learning process. They work under the direction of the person(s) leading the learning and teacher(s) as appropriate.
D/deaf learner	A learner who has a severe or profound hearing loss, or whose residual hearing is so minimal that they may not use speech for communication. The degree of hearing loss will vary with each learner, as will the ability to use auditory and visual cues to understand spoken communication.
Person/people with appropriate expertise	This will usually be the teacher of D/deaf people, but may also be someone with other relevant expertise, such as a particular vocational subject.
Qualifications and Credit Framework (QCF)	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 application guide defines the skills, knowledge and understanding that any communication support worker will need to support D/deaf learners.

It is an application of the National Occupational Standards for Learning Support Staff. These standards were approved in 2008 and describe, in generic terms, the skills, knowledge and attributes required of those who perform the wide variety of learning support roles undertaken with learners and employers. The standards are context free and level free.

An application guidance document, such as this, provides more detail for the standards where this is considered of value. Application guidance documents can be written for any suite of standards. They can be written for a particular context such as offender learning, for a particular subject such as literacy and numeracy or for a particular group of learners or users, as in this document for learning support practitioners with a focus on D/deaf learners.

Application guidance documents are produced through consultation with stakeholders and the relevant community of practice. This application guide has been produced by Signature in association with the National Association for Tertiary Education for Deaf People (NATED), The Association of Communication Support Workers (ACSW) and Lifelong Learning UK. This is in response to the Government-funded, I-Sign Project, whose overall aim is to improve the status and provision of British Sign Language (BSL) for deaf children and families. One of the strands within the project was to develop a qualification for the workforce who support deaf learners. This can raise the status and recognise the professionalism of the communication support workforce. Signature was the lead body in this development, and has been working closely with NATED and ACSW to achieve the outcome.

Communication support workers may use the guidance to:

- Identify professional development needs in relation to supporting D/deaf learners
- Develop new skills
- Develop existing skills to meet the specific needs of D/deaf learners.

Learning provider organisations/employers may use the guidance to:

- Illustrate how the National Occupational Standards (NOS), for the role of learning support practitioner in the lifelong learning sector, apply to the delivery of learning support to D/deaf learners
- Develop and offer a framework for training and continuing professional development for learning support practitioners working with D/deaf learners
- Identify and disseminate effective practice in the delivery of learning support for D/deaf learners
- Support the development of learning support practitioner job descriptions
- Motivate and assist learning support practitioners to develop a range of specialist skills to support D/deaf learners
- Map current provision and performance against the standards to improve the quality of learning support provision
- Inform appraisal objectives and peer reviews
- Ensure that all staff have the skills to make a full contribution to the success of their organisation in a demand led and changing environment.

Learning support practitioner educators and awarding organisations may use the guidance to:

- Develop new qualifications
- Develop guidance on qualifications
- Map current provision against the standards
- Support curriculum development, delivery and assessment.



# The learning support role

Lifelong Learning UK continues to develop and refine the description of the learning support role. The role of learning support practitioners was described during the development of the first National Occupational Standards for Learning Support Staff in 2007.

Learning support practitioners work under the direction of a person leading the learning. They contribute to the provision of learning opportunities that promote the achievement and progression of the learners they support.<sup>1</sup>

Important aspects of their role identified included:

- to provide learning support for individuals and/or groups
- to work with others to provide learning support
- to promote learner independence and self-determination
- to promote inclusion and participation.

As part of the research to develop NOS, Lifelong Learning UK identified two types of learning support role:

- **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 learning support role:** the practitioner has expertise in learning support but also has knowledge, understanding and skills in a particular area or aspect of learning provision. The practitioner applies their expertise in learning support to this particular area or aspect of provision.

Most responsibilities are common to both roles, but are contextualised for the role with an area of specialism. Although the role is described as having an area of specialism, this does not mean that learning support practitioners should be referred to as specialists. The level of responsibility and training expected of this role clearly does not warrant the use of this term. At the time of consultation on the standards, and the piloting of the role, representatives of learning providers were concerned that these practitioners should not be considered as specialists in the area or aspect of learning provision. In particular, there should be as clear a distinction as possible between this role and that of teachers, in the same area of learning or aspect of provision. Although we draw attention to the element of specialism here, in practice this need not be reflected in job titles or other references to the role.

# The context for communication support work

This application guide applies the generic NOS to the effective delivery of learning support to D/deaf learners. As with any learner, those who are D/deaf engage in a range of programmes in a variety of settings. The scope of this guide covers learning Support Practitioners supporting learners in:

- A **discrete** programme of learning, for example those in a specialist college who may be accessing independent, vocational or pre employment programmes
- A **targeted** programme of learning designed to meet the needs of a specific group of learners, for example a targeted mental health programme
- A **mainstream** programme of learning, for example a vocational or academic course such as a BTEC Diploma in Sports and Leisure alongside their non-disabled peers.

In addition, the standards recognise that practitioners may carry out a broad range of support roles. For example, those providing learning support for D/deaf learners may also have communication responsibilities. Where a combination of support roles are performed, these should be underpinned by the standards taken from the appropriate specialism. A role combining learning support with communication responsibilities would therefore be underpinned by the NOS for Learning Support Practitioners and the standards for communication support workers.

This application guide is targeted at a **learning support role in an area of specialism** and is designed for learning support practitioners with a focus on D/deaf learners (communication support worker).

A D/deaf learner may be found in any setting and studying at any level. Their needs are often around communication, access to learning and the adjustments that organisations, teachers and learning support practitioners make to ensure they can engage effectively in learning.

It is important to recognise that D/deaf learners can be affected by the specific degree of deafness or hearing loss, and the impact on learning can vary depending on the extent of the deafness or hearing loss. A learning support practitioner will need to gather information from the D/deaf learner, and the person(s) leading the learning, to identify the best strategies and resources for supporting the learning process.

# Organisation of the document

## The standards

The National Occupational Standards for Learning Support Staff lists the skills, knowledge and understanding of all learning support practitioners.

There are three standards in all, these are:

**Standard A: Providing learning support to individuals or groups of learners**

**Standard B: Planning and assessing for learning support**

**Standard C: Providing specialist learning support**

**Standard A** and **standard B** define the skills, knowledge and understanding of all learning support practitioners. **Standard C** defines the skills, knowledge and understanding of those in a specialist learning support role. The standards do not go as far as to list current knowledge and skills for any area of specialism, as there are so many different areas of specialism across the lifelong learning sector. In most cases there are recognised sources of information about the knowledge and understanding that is appropriate for learning support practitioners working in that area. Where there are no recognised sources of information it is helpful to provide more detail. Lifelong Learning UK supports this through guidance on applying the standards.

## Application of the standards

This application guide provides detail of the skills, knowledge and understanding expected of those delivering effective learning support to learners with hearing loss or deafness. This detail is provided against the skills identified in standard C. In standard C the skills are referred to as performance criteria and there are seven in all. They are prefixed with CP and a number, for example 'CPI Use knowledge of learning support in their specialist area(s) to provide high quality learning support'. These performance criteria apply to learning support practitioners in any area of specialism.

In sections one and two of this document you will find the performance criteria in the left hand column and the applied skill, knowledge and understanding in the right hand column. Applied skills, knowledge and understanding are detailed as elements. All **elements** are listed in section one for quick reference. Further guidance on **extent of coverage** for these elements is provided in section two.

## Elements

Elements have been developed to explain and illustrate how the generic performance criteria can be applied for learning support practitioners working with learners with hearing loss or deafness. Some of the performance criteria have one associated element, while others have more. No elements have been developed if little or nothing can be added by applying the statements to learning support practitioners D/deaf learners.

## Coding

The elements are coded with the standard letter, performance criteria, and are in number sequence. For example:

### Element CPI.2 CSW

Know and understand how to create a suitable learning environment for D/deaf learners.

Letter C identifies the standard, the number one relates to the performance criteria and number two identifies this is the second element for this particular statement. CSW is a suffix to indicate this is an element from the application guide for communication support workers.

## Guidance on extent

Extent of coverage for each element is given in section two of the document. This has been developed through consultation with stakeholders and the community of practice. This is not considered as comprehensive or prescriptive. Learning support practitioners may need a broader or narrower range of applied skills, knowledge and understanding than is detailed here. This will be dependent on the learners they are working with and the context.

The suggested extent of coverage for each element is written below the associated element as shown below.

Standard statement	Element relating to communication support workers
<p>Learning support practitioners are able to:</p> <p><b>CPI</b> Use knowledge of learning support in their specialist area(s) to provide high quality learning support.</p> <p><b>(Performance criteria from the standards)</b></p>	<p><b>CPI.2CSW (Element)</b> Support the access of D/deaf people to learning provision.</p> <p><b>Communication support workers: (Extent)</b></p> <ul style="list-style-type: none"> <li>• Work with others to identify and overcome barriers to inclusion and participation of D/deaf learners in learning provision.</li> <li>• Use knowledge of D/deaf learners' previous experiences to inform the development of communication support provision.</li> <li>• Work with others to create opportunities for D/deaf learners to become involved in the development of new learning opportunities.</li> <li>• Work with the person(s) leading the learning and others to identify opportunities for D/deaf learners to access hearing learner activities and environments.</li> </ul>

# Section one:

## Elements

### Standard C: Providing specialist learning support

Standard statement	Element relating to communication support workers
<p>Learning support practitioners are able to:</p> <p><b>CPI</b></p> <p>Use knowledge of learning support in their specialist area(s) to provide high quality learning support.</p>	<p><b>CPI.1CSW</b> Understand own role and that of colleagues.</p> <p><b>CPI.2CSW</b> Support the access of D/deaf people to learning provision.</p> <p><b>CPI.3CSW</b> Know and understand how prior learning and experience can affect D/deaf adult learning.</p> <p><b>CPI.4CSW</b> Contribute to the provision of an inclusive learning environment for D/deaf learners.</p> <p><b>CPI.5CSW</b> Know and understand how to support the development of D/deaf learners communication and language skills.</p> <p><b>CPI.6CSW</b> Use appropriate strategies to enable D/deaf learners to access subject specific terminology.</p> <p><b>CPI.7CSW</b> Know and understand the importance of promoting equality and valuing diversity.</p> <p><b>CPI.8CSW</b> Know and understand the regulatory and organisational requirements that support the rights of learners.</p>

Standard statement	Element relating to communication support workers
<p><b>CP2</b> Use their specialist knowledge to identify and address individual learners' learning support needs.</p>	<p><b>CP2.1 CSW</b> Know and understand how to identify communication support needs.</p> <p><b>CP2.2 CSW</b> Know and understand how to interpret individual D/deaf learners' support needs, as expressed in individual support plans.</p> <p><b>CP2.3 CSW</b> Know and understand how to organise and personalise support sessions for small groups and individuals working with people with appropriate expertise.</p>
<p><b>CP3</b> Use learning support activities relevant to their specialist area(s).</p>	<p><b>CP3.1 CSW</b> Provide communication support in learning programmes.</p> <p><b>CP3.2 CSW</b> Provide support to D/deaf learners to produce evidence of their progress and achievement for a range of purposes.</p>
<p><b>CP4</b> Evaluate learner response to specialist learning support and use this information with colleagues in the planning of further support.</p>	<p><b>CP4.1 CSW</b> Know how to contribute to planning and the review of learning with teachers, learners and relevant others.</p>
<p><b>CP5</b> Support learners, colleagues and others in the selection, development, use and evaluation of resources in providing specialist support.</p>	<p><b>CP5.1 CSW</b> Identify and promote appropriate learning resources to match D/deaf learners' needs and preferences.</p> <p><b>CP5.2 CSW</b> Know and understand how to support D/deaf learners in using learning resources effectively.</p> <p><b>CP5.3 CSW</b> Know and understand how to develop and adapt learning resources.</p>

Standard statement	Element relating to communication support workers
<p><b>CP6</b>                      Engage in professional development in specialist area(s) and in relevant learning support.</p>	<p><b>CP6.1CSW</b>                      Know and understand how to review own skills, knowledge and understanding in communication support.</p> <p><b>CP6.2CSW</b>                      Know how to apply quality standards to own learning support practice and contribute to quality reviews of learning support provision in the organisation.</p> <p><b>CP6.3CSW</b>                      Know and understand the context of current developments and initiatives for providing learning support for D/deaf learners.</p>
<p><b>CP7</b>                      Support progression and the transition of the learner in the context of the specialist area(s).</p>	<p><b>CP7.1CSW</b>                      Know how to provide appropriate support that assists D/deaf learners' transition into and out of their current programme of learning.</p>

# Section two:

## Guidance on extent

### Standard C: Providing specialist learning support

Standard statement	Element relating to communication support workers
<p>Learning support practitioners are able to:</p> <p><b>CPI</b></p> <p>Use knowledge of learning support in their specialist area(s) to provide high quality learning support.</p>	<p><b>CPI.1CSW</b></p> <p>Understand own role and that of colleagues.</p> <p><b>Communication support workers:</b></p> <ul style="list-style-type: none"> <li>• The role of a communication support worker.</li> <li>• Their own role in relation to the person(s) leading the learning.</li> <li>• Ways to work closely with the person(s) leading the learning.</li> <li>• How to seek additional information and guidance when appropriate.</li> <li>• Ways to work collaboratively with a range of internal and external colleagues (D/deaf and hearing).</li> <li>• Their own role in relation to the teacher of the deaf.</li> </ul> <p><b>CPI.2CSW</b></p> <p>Support the access of D/deaf people to learning provision.</p> <p><b>Communication support workers:</b></p> <ul style="list-style-type: none"> <li>• Work with others to identify and overcome barriers to inclusion and participation of D/deaf learners in learning provision.</li> <li>• Use knowledge of D/deaf learners' previous experiences to inform the development of communication support provision.</li> <li>• Work with others to create opportunities for D/deaf learners to become involved in the development of new learning opportunities.</li> <li>• Work with the person(s) leading the learning and others to identify opportunities for D/deaf learners to access hearing learner activities and environments.</li> </ul>

Standard statement	Element relating to communication support workers
	<p><b>CPI.3CSW</b> Know and understand how prior learning and experience can affect D/deaf adult learning.</p> <p>Communication support workers know and understand:</p> <ul style="list-style-type: none"><li>• The different modes of deaf education that D/deaf learners may have experienced.</li><li>• The need to work with others to create opportunities for D/deaf learners to widen their social networks and interactions.</li></ul> <p><b>CPI.4CSW</b> Contribute to the provision of an inclusive learning environment for D/deaf learners.</p> <p>Communication support workers:</p> <ul style="list-style-type: none"><li>• Support the development of an inclusive learning environment where D/deaf learners feel safe, secure and valued.</li><li>• Work with colleagues to ensure reasonable adjustments are made to the learning environment.</li><li>• Use a wide range of resources and aids including assistive technologies designed to support D/deaf learners including those with learning difficulties and/or disabilities.</li><li>• Provide meaningful opportunities for D/deaf learners to make choices and express opinions.</li><li>• Encourage D/deaf learners to express views, aspirations, interests and needs.</li></ul>

Standard statement	Element relating to communication support workers
	<p><b>CPI.5CSW</b> Know and understand how to support the development of D/deaf learners communication and language skills.</p> <p>Communication support workers know and understand:</p> <ul style="list-style-type: none"><li>• The different ways that D/deaf and hearing learners have acquired and learned language.</li><li>• The range of communication modes used by D/deaf people.</li><li>• How to use a variety of communication modes and methods appropriate to the needs of D/deaf learners.</li><li>• How to use communications methods particular to the needs of the learner for example BSL, Makaton, picture communication symbols, notetaking and lip-speaking.</li></ul> <p><b>CPI.6CSW</b> Use appropriate strategies to enable D/deaf learners to access subject specific terminology.</p> <p>Communication support workers:</p> <ul style="list-style-type: none"><li>• Liaise with the person (s) leading the learning to identify terminology requiring further development and adaptation for the D/deaf learner.</li><li>• Liaise with the person leading the learning to identify subject specific terminology for the D/deaf learner.</li><li>• Use information provided by others to develop or adapt learning support activities and resources.</li></ul>

Standard statement	Element relating to communication support workers
	<p><b>CPI.7CSW</b> Know and understand the importance of promoting equality and valuing diversity.</p> <p>Communication support workers know and understand:</p> <ul style="list-style-type: none"><li>• How to promote equality of opportunity.</li><li>• How to use activities to encourage D/deaf learners to accept and celebrate diversity.</li><li>• Common misconceptions of deafness.</li><li>• Their own beliefs and assumptions about D/deaf learners including those with other learning difficulties and/or disabilities.</li><li>• How to challenge discriminatory practices.</li><li>• How to challenge negative assumptions, assertions and attitudes about what D/deaf learners and those with other learning difficulties and/or disabilities can do and achieve.</li></ul> <p><b>CPI.8CSW</b> Know and understand the regulatory and organisational requirements that support the rights of learners.</p> <p>Communication support workers know and understand:</p> <ul style="list-style-type: none"><li>• How to work within the current regulatory requirements.</li><li>• Ways to contribute to the organisation's disability discrimination action plan and reviews.</li><li>• How to provide information to colleagues and/or partner agencies in compliance with Data Protection Act 1998.</li><li>• Recognise when a D/deaf learner may need the support of an advocate to give their consent.</li><li>• How to comply with organisation's risk assessment procedures.</li><li>• How to use the organisation's channels and systems of communication.</li><li>• How to keep accurate records of incidents.</li></ul>

Standard statement	Element relating to communication support workers
<p><b>CP2</b>                      Use their specialist knowledge to identify and address individual learners' learning support needs.</p>	<p><b>CP2.1CSW</b>                      Know and understand how to identify communication support needs.</p> <p>Communication support workers know and understand:</p> <ul style="list-style-type: none"> <li>• Ways to find out from D/deaf learners how their deafness affects their learning.</li> <li>• Ways to encourage and assist D/deaf learners to articulate their learning support needs and preferences.</li> <li>• Ways to use informal observation techniques to support the assessment process.</li> <li>• How information gathered from colleagues and external agencies can inform and underpin the selection of D/deaf learning support interventions.</li> <li>• How to use technologies and assistive technology to help identify D/deaf communication support needs where appropriate.</li> <li>• How to liaise with the teacher of the deaf (or equivalent), audiologist and others when additional information or assistance is needed in order to support the D/deaf learner and/or learning.</li> </ul>

Standard statement	Element relating to communication support workers
	<p><b>CP2.2CSW</b> Interpret individual D/deaf learners' communication support needs, as expressed in individual support plans.</p> <p><b>Communication support workers:</b></p> <ul style="list-style-type: none"><li>• Provide a range of learning support options that encourage and assist D/deaf learners.</li><li>• How to work with the teacher of the deaf (or equivalent) and the examinations office to ensure that any assessment requirements can be met.</li><li>• Take into account the D/deaf learner's stage of development, their predispositions and their capacities when selecting suitable learning support activities.</li></ul> <p><b>CP2.3CSW</b> Provide activities which build on D/deaf learners' achievements and present new and challenging goals.</p> <p><b>Communication support workers:</b></p> <ul style="list-style-type: none"><li>• Organise and personalise support sessions for small groups and individuals.</li><li>• Work with people with specific expertise to plan and deliver personalised sessions.</li><li>• Use constructive feedback techniques to foster motivation and build confidence.</li><li>• Keep accurate records of feedback meetings.</li><li>• Work with the person(s) leading the learning to identify literacy, language, numeracy and ICT learning and inclusion needs of D/deaf learners.</li><li>• Support the selection, use and adaptation of literacy, language, numeracy and ICT learning materials to meet the needs of D/deaf learners.</li><li>• Support ways to embed literacy, language, numeracy and ICT skills in learning support activities.</li></ul>

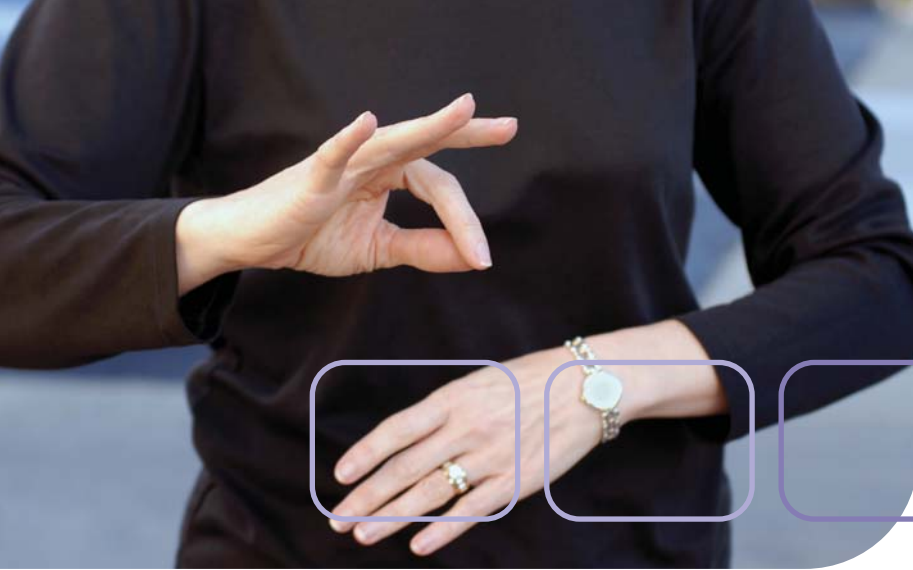
Standard statement	Element relating to communication support workers
<p><b>CP3</b> Use learning support activities relevant to their specialist area(s).</p>	<p><b>CP3.1CSW</b> Provide communication support in learning programmes.</p> <p><b>Communication support workers:</b></p> <ul style="list-style-type: none"> <li>• Use a range of activities to meet the needs of the D/deaf individuals and/or groups of D/deaf or hearing learners.</li> <li>• Use learning support activities for D/deaf learners which are purposeful.</li> <li>• Ensure learners understand the purpose of activities.</li> <li>• Use learning support activities which are authentic and empower the D/deaf learner.</li> <li>• Provide opportunities to repeat learning support activities.</li> <li>• Respond to D/deaf learning support needs as they arise.</li> <li>• Check understanding and whether learning has taken place.</li> <li>• Recognise and respond to the outward signs of D/deaf learner stress and fatigue.</li> </ul> <p><b>CP3.2CSW</b> Provide support to D/deaf learners to produce evidence of their progress and achievement for a range of purposes.</p> <p><b>Communication support workers:</b></p> <ul style="list-style-type: none"> <li>• Support the gathering of evidence that combines learning in real life situations with learning in controlled or simulated environments.</li> <li>• Support D/deaf learners' understanding of assessment requirements of the programme.</li> <li>• Support D/deaf learners' strategies for organising and managing their own learning.</li> </ul>

Standard statement	Element relating to communication support workers
<p><b>CP4</b>                      Evaluate learner response to specialist learning support and use this information with colleagues in the planning of further support.</p>	<p><b>CP4. ICSW</b>                      Contribute to the planning and review of learning.</p> <p><b>Communication support workers:</b></p> <ul style="list-style-type: none"> <li>• Contribute information and ideas to inform the planning and review of D/deaf learning support.</li> <li>• Represent, where appropriate, the views of the D/deaf learners, fairly and accurately.</li> <li>• Keep accurate records of D/deaf learners' progress and achievements.</li> <li>• Keep accurate records of D/deaf learners' response to communication support interventions.</li> </ul>
<p><b>CP5</b>                      Support learners, colleagues and others in the selection, development, use and evaluation of resources in providing specialist support.</p>	<p><b>CP5. ICSW</b>                      Identify and promote appropriate learning resources to match D/deaf learners' needs and preferences.</p> <p><b>Communication support workers:</b></p> <ul style="list-style-type: none"> <li>• Use their knowledge of the D/deaf learner's needs to select appropriate learning support resources.</li> <li>• Use a range of D/deaf learning support resources including technologies and assistive technology to support the learning process.</li> <li>• Work with the person(s) leading the learning to overcome any physical barriers to D/deaf learners taking part in learning activities.</li> <li>• Keep up to date with new and emerging D/deaf learning support techniques and resources.</li> </ul>

Standard statement	Element relating to communication support workers
	<p><b>CP5.2CSW</b>                      Know and understand how to support D/deaf learners in using learning resources effectively.</p> <p>Communication support workers know and understand:</p> <ul style="list-style-type: none"> <li>• How to explain to D/deaf learners how the resource(s) will benefit the learning process.</li> <li>• Ways to demonstrate how a resource(s) should be used.</li> <li>• Ways to record D/deaf learner response(s) to using the resource(s).</li> <li>• How to evaluate the effectiveness of the resources against the achievement of learning goals.</li> </ul> <p><b>CP5.3CSW</b>                      Know and understand how to develop and adapt learning resources.</p> <p>Communication support workers know and understand:</p> <ul style="list-style-type: none"> <li>• How to seek guidance from the person(s) leading the learning when developing new resources.</li> <li>• Use knowledge of D/deaf learners’ linguistic and receptive needs to adapt and develop learning resources.</li> <li>• Use agreed channels of communication to disseminate effective practice.</li> </ul>

Standard statement	Element relating to communication support workers
<p><b>CP6</b>                      Engage in professional development in specialist area(s) and in relevant learning support.</p>	<p><b>CP6.1CSW</b>                      Know and understand how to review own skills, knowledge and understanding in communication support.</p> <p><b>Communication support workers know and understand:</b></p> <ul style="list-style-type: none"> <li>• How to use a range of evaluation methods to review own knowledge, understanding and skills on a regular basis.</li> <li>• How to use D/deaf learner evaluations, peer reviews and performance reports to identify specific professional development needs.</li> </ul> <p><b>CP6.2CSW</b>                      Know how to apply quality standards to own practice and contribute to quality reviews of D/deaf learning support provision in the organisation.</p> <p><b>Communication support workers know and understand:</b></p> <ul style="list-style-type: none"> <li>• How to work with others to ensure appropriate that organisational quality procedures and standards are inclusive of the needs of D/deaf learners, and D/deaf learners with learning difficulties and/or disabilities.</li> </ul> <p><b>CP6.3CSW</b>                      Know and understand the context of current developments and initiatives for providing learning support for the D/deaf learner.</p> <p><b>Communication support workers know and understand:</b></p> <ul style="list-style-type: none"> <li>• How to access news and information relating to current developments in the provision of learning opportunities for D/deaf adults.</li> <li>• Ways to keep up to date with new communication support methods and resources.</li> <li>• How and where to secure professional development opportunities.</li> </ul>

Standard statement	Element relating to communication support workers
<p><b>CP7</b>                      Support progression and the transition of the learner in the context of the specialist area(s).</p>	<p><b>CP7.1 CSW</b>                      Provide support that assists D/deaf learners' transition into and out of their current programme of learning.</p> <p><b>Communication support workers:</b></p> <ul style="list-style-type: none"> <li>• Work with others to develop taster opportunities to provide D/deaf learners with the opportunity to try out a range of new options.</li> <li>• Accompany D/deaf learners on visits to new learning opportunities or work placements.</li> <li>• Work with the teacher of the deaf (or equivalent) to assist the D/deaf learner to understand the transition process and the requirements involved.</li> <li>• Work with others to develop opportunities for D/deaf learners to gain or improve independent travel skills.</li> <li>• Support the evaluation and review of transition support and activities with the D/deaf learner.</li> </ul>



Skills for Learning Professionals

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