

## Higher National Unit specification

### General information for centres

**Unit title:** Learner Support: Assistive Technology in the Support of Learners with Additional Support Needs

**Unit code:** DP98 34

**Unit purpose:** This Unit is designed to enable candidates to understand the role of assistive technology in helping to overcome barriers to learning. It is intended for candidates who are involved in enabling learners to become independent through the application of assistive technology.

On completion of the Unit the candidate should be able to:

- 1 Explain the role of assistive technology in enabling learners to access their curriculum.
- 2 Identify aspects of assistive technology appropriate to the support learners.
- 3 Support the learner in a learning situation using a range of hardware and software.

**Credit points and level:** 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Candidates should have very good interpersonal skills and communication skills. They should also have a sound background in computer skills in order to build and extend their technology expertise. Those may be demonstrated by evidence of achievement at SCQF level 6 or 7.

**Core Skills:** There may be opportunities to gather evidence towards Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This is one of a series of Units intended for candidates who are following a training programme for Learning Assistants/Facilitators who will carry out a number of functions to support learners with additional support needs within an educational context. The suite of five/six/Units forms the Professional Development Award for Learning Assistants/Facilitators. This Unit can be delivered as part of the Professional Development Award. However, it is a free-standing Unit and can therefore also be delivered as a discrete Unit independently or for continuing professional development purposes.

## **General information for centres (cont)**

**Assessment:** There are two assessments for this Unit. Outcomes 1 and 2 are assessed by a candidate log and evaluation report on the various types of assistive technology and their application. Outcome 3 is assessed by and evaluative report.

## Higher National Unit specification: statement of standards

**Unit title:** Learner Support: Assistive Technology in the Support of Learners with Additional Support Needs

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Describe the role of assistive technology in enabling learners to access their curriculum

#### Knowledge and/or Skills

- ◆ Relationship between assistive technology and the needs of the learner
- ◆ Diversity of assistive technology
- ◆ Factors for consideration in the use of assistive technology to support the learner

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the relationship of assistive technology in relation to the needs of the learner
- ◆ describe different types of assistive technology

#### Assessment Guidelines

The assessment for Outcomes 1 and 2 are integrated and should be carried out using an evaluation pro forma of assistive technology to include:

Input tool	2 (1 software application)
Output Tool	2 (1 software application)
Processing Tools	2 (1 software application)
Low Tech Tools	2
No tech tools	2

and a log to include descriptions, uses and evaluation of the technology;

Description of the uses of specific hardware and software

Mini case studies

Observation log

Evaluation statement

Placement/workplace log

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Learner Support: Assistive Technology in the Support of Learners with Additional Support Needs

Evidence could be gathered from current work practice or by specific activities to evaluate the technologies, or by both methods.

### Outcome 2

Identify examples of assistive technology, hardware, software and peripherals to support the learner

#### Knowledge and/or Skills

- ◆ Identify elements of Assistive Technology; hardware, software, lo-tech and no-tech
- ◆ Identify specific hardware, software in relation to learner needs
- ◆ Identify input, output device in relation to learner need
- ◆ Take account of environmental issues (where best to work)

#### Evidence Requirements

Candidates will need evidence to demonstrate their skills and/or knowledge by showing that they can:

- ◆ identify elements of Assistive Technology appropriate to learner needs; hardware, software and peripherals
- ◆ select appropriate assistive technology in relation to learner needs
- ◆ match the technology to the learner needs
- ◆ demonstrate use of the examples of assistive technology

#### Assessment Guidelines

The assessment for Outcomes 1 and 2 are integrated and consist of an evaluation pro forma of assistive technology to include:

Input tool	2 (1 software application)
Output Tool	2 (1 software application)
Processing Tools	2 (1 software application)
Low Tech Tools	2
No tech tools	2

and a log to include descriptions, uses and evaluation of the technology;

Description of the uses of specific hardware and software  
Mini case studies  
Observation log  
Evaluation statement  
Placement/workplace log

Evidence could be gathered from current work practice or by specific activities to evaluate the technologies, or by both methods.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Learner Support: Assistive Technology in the Support of Learners with Additional Support Needs

### **Outcome 3**

Support the learner in a learning situation using a range of hardware and software

#### **Knowledge and/or Skills**

- ◆ Maximising technology skills of learner/facilitator and learner
- ◆ Promoting independence where appropriate
- ◆ Motivating the learner
- ◆ Familiarity with the assistive technology
- ◆ Review of technology as fit for purpose
- ◆ Understanding the role of ergonomics and its application when using technologies

#### **Evidence Requirements**

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ support and motivate the learner
- ◆ promote independence
- ◆ use assistive technology
- ◆ evaluate the assistive technology
- ◆ explain the role of ergonomics

#### **Assessment Guidelines**

This Outcome is assessed by an evaluation report by the candidate. This should consist of in depth reviews of four technologies which contribute to the development of learner independence.

The evaluation should consist of the following:

- ◆ one review which must include references to ergonomics
- ◆ discuss a minimum of two software applications
- ◆ the views and preferences of the learner must be included.
- ◆ it is acceptable to focus on only one aspect or function of the software application

## Administrative Information

**Unit code:** DP98 34

**Unit title:** Learner Support: Assistive Technology in the Support of Learners with Additional Support Needs

**Superclass category:** GB

**Original date of publication:** June 2007

**Version:** 01

### History of changes:

Version	Description of change	Date

**Source:** SQA

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## **Higher National Unit specification: support notes**

### **Unit title:** Learner Support: Assistive Technology in the Support of Learners with Additional Support Needs

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

This Unit has been developed as part of a professional development award for candidates working in some capacity to support learners with disabilities within a formal learning environment. Candidates will normally be employed in work of this nature, but in special circumstances, may be seeking employment in learning support. Candidates will be expected to show that they can transfer the knowledge and skills they develop to relevant practical situations with learners.

Outcome 1 and 2 introduce the candidate to the role of assistive technology in relation to the learners' needs. It also covers the range of assistive technology that is available including hardware, software and peripherals. The evaluation pro forma and log should include:

Product Type

Product Name

Purpose

Was it easy or hard to do?

How much physical effort was needed to use it?

How much mental effort was needed?

To what degree did you feel you were in control when using it?

How well did the product support the task you wanted to achieve?

How efficient was the product?

Who might be assisted by using the product?

Additional comments

Outcome 3 gives the candidate the opportunity to work with students and equipment in a real learning situation to demonstrate their skills by producing an evaluation report. The report should evaluate the technology and how it assisted the learner. The report should also contain self evaluation of the candidate's contribution in facilitating the use of assistive technology.

### **Guidance on the delivery and assessment of this Unit**

The development of this PDA has been initiated as a response to changes within the FE sector influenced by the amended DDA (Disability Discrimination Act 1995) and the Beattie Inclusiveness Agenda. As a result the sector has taken a pro-active approach to ensure that it both meets the needs and encourages participation of individuals with diverse needs. To do this many of the FE colleges have employed learning facilitators/learning assistants to provide, as appropriate, support to learners with additional support needs. In the main appropriate college lecturing staff have been provided with the opportunity of further training, through the BRITE Initiative (Beattie Resources for Inclusiveness in technology and Education) to ensure that the needs of learners can be met. It has been through this activity that the need for a training course for learning facilitators has emerged. This PDA is therefore the first attempt to formalise training for such individuals to ensure that we are delivering a quality provision for all learners.

## **Higher National Unit specification: support notes (cont)**

### **Unit title:** Learner Support: Assistive Technology in the Support of Learners with Additional Support Needs

As an SQA course the PDA or single Units can be delivered by any approved centre. However, as a strategically a partnership approach is envisaged. Access Centres are best placed to deliver and assess particular aspects of training. Colleges will however require to support and mentor their learning facilitators on an on-going basis ensuring that they get access to learners, facilities and materials to support the generation of evidence for the award. The award has been designed to ensure that a higher percentage of the evidence for knowledge and skills relates to real- life practice. It is student centred and the delivery model should ensure that candidates develop the skill of independent learning.

#### ***Opportunities for developing Core Skills***

There is no automatic certification of Core Skills within this Unit. However, there are clear opportunities to develop aspects of the Core Skill in IT (all Outcomes), Working with Others (Outcome 3) and Problem Solving, particularly Analysis, (Outcome 3).

#### **Open learning**

Outcomes 1 and 2 of this Unit may be suitable for delivery by open, distance or blended learning. As Outcome 3 requires the candidate to support a learner, it may not be suitable for delivery by Open Learning.

#### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).



## **General information for candidates**

### **Unit title:** Learner Support: Assistive Technology in the Support of Learners with Additional Support Needs

This Unit is designed to allow you to develop an understanding how assistive technology can help to overcome barriers to learning. It is intended for candidates who are involved in enabling learners to become independent through the application of assistive technology.

Outcome 1 and 2 introduce you to the role of assistive technology in relation to the learners' needs. It also covers the range of assistive technology that is available including hardware, software and peripherals. Outcome 3 gives you the opportunity to work with learners and equipment in a real learning situation.

On completion of the Unit the candidate should be able to:

- 1 Explain the role of assistive technology in enabling learners to access their curriculum.
- 2 Identify aspects of assistive technology appropriate to the support learners.
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