

## Higher National Unit specification

### General information for centres

**Unit title:** Additional Support Needs: The Effects on Human Development

**Unit code:** F1TW 34

**Unit purpose:** This Unit is designed to develop the candidate's knowledge and understanding of a range of ASN. It will also provide candidates with a knowledge of development and the effects that ASN, difficulties/disabilities can have on aspects of development. Candidates will investigate the effects of physical, intellectual and sensory disabilities encompassing the context of an ages and stages model from 0 to old age.

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

- 1 Describe the ages and stages model of development.
- 2 Explain factors which may affect development.
- 3 Describe common disabilities and associated difficulties.
- 4 Evaluate the relationship between disability and development.

**Credit points and level:** 2 HN credits at SCQF level 7: (16 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:** There is no prescribed entry requirement for this Unit.

**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.

**Assessment:** This Unit is assessed by three assessments. Outcome 1 and Outcome 2 are assessed jointly by restricted response questions. Outcome 3 is assessed by a report. Outcome 4 is assessed by an assignment.

## **Higher National Unit specification: statement of standards**

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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 ages and stages model of development

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

- ◆ Age- related stages
- ◆ Progress in terms of physical, intellectual, emotional and social development

#### **Evidence Requirements**

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

- ◆ identify and describe age-related stages
- ◆ describe progress in terms of physical, intellectual, emotional and social development

#### **Assessment Guidelines**

Outcome 1 is assessed jointly with Outcome 2 by a series of restricted response questions.

### **Outcome 2**

Explain factors which may affect development

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

- ◆ Principal factors which may assist normal development in relation to stages of development
- ◆ Principal factors which may impede normal development in relation to stages of development
- ◆ Effects of biological and environmental factors of development relevant to stages of development

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

**Unit title:** Additional Support Needs: The Effects on Human Development

### **Evidence Requirements**

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

- ◆ principal factors which may assist normal development, relevant to stages of development
- ◆ principal factors which may impede normal development
- ◆ the effect of the biological and environmental factors of development

### **Assessment Guidelines**

Outcome 2 is assessed jointly with Outcome 1 by a series of restricted response questions.

## **Outcome 3**

Describe the most prevalent disabilities and associated difficulties

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

- ◆ The principal factors and associated difficulties within a range of the most prevalent intellectual impairments
- ◆ The principal factors and associated difficulties within a range of the most prevalent physical disabilities
- ◆ The principal factors and associated difficulties within a range of sensory impairments

### **Evidence Requirements**

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

- ◆ the principal factors and associated difficulties within a range of most prevalent intellectual impairments
- ◆ the principal factors and associated difficulties within a range of the most prevalent physical disabilities
- ◆ the principal factors and associated difficulties within a range of sensory impairments

### **Assessment Guidelines**

Outcome 3 is assessed by a report of 750–1,000 words.

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

**Unit title:** Additional Support Needs: The Effects on Human Development

### **Outcome 4**

Evaluate the relationship between disability and development

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

- ◆ Relationship between physical impairment and delayed development
- ◆ Relationship between intellectual impairment and delayed development
- ◆ The effect of disability on emotional development
- ◆ The effect of disability on social development

#### **Evidence Requirements**

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

- ◆ the relationship between physical impairment and delayed development
- ◆ the relationship between intellectual impairment and delayed development
- ◆ the relationship between disability, emotional impairment and delayed development
- ◆ the relationship between disability, social impairment and delayed development

#### **Assessment Guidance**

Outcome 4 is assessed by an assignment in which the candidate will require to describe and evaluate the effect of disability on overall development. 750–1,000 words.

## Administrative Information

<b>Unit code:</b>	F1TW 34
<b>Unit title:</b>	Additional Support Needs: The Effects on Human Development
<b>Superclass category:</b>	PA
<b>Original date of publication:</b>	June 2007
<b>Version:</b>	02

### History of changes:

Version	Description of change	Date
02	Addition of Biological in Support Notes.	20/12/10

**Source:** SQA

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

### **Unit title:** Additional Support Needs: The Effects on Human Development

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 80 hours.

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

#### **Outcome 1**

Age-related stages-0–18months; 18 months–5 years; 5 years–adolescence: adolescence: adulthood: older age.

#### **Outcome 2**

Factors: environmental: health; environmental life circumstances; biological.

Development: physical (gross and fine motor skills); intellectual (including long development); emotional; social

#### **Outcome 3**

Disabilities: the candidate should be encouraged to examine a range of difficulties/disabilities including two from each of the following:

- ◆ Sensory: Hearing impairment: Visual impairment
- ◆ Physical: Cerebral Palsy: Spina Bifida: Muscular Dystrophy
- ◆ Intellectual: Downs Syndrome; Fragile X; Autistic Spectrum
- ◆ Emotional: ADHD: Hyperactivity: Expressive Language Impairment
- ◆ Specific: Dyslexia: Dyscalcula: Dyspraxia, Dysphasia

In his/her study the candidate should also be encouraged to examine associated difficulties such as epilepsy, glue ear etc. The candidate should also recognise that there is a wide diversity in some of the difficulties/disabilities such as hearing/visual impairment and muscular dystrophy, and that only the most common elements should be studied. The examples given do not exclude the study of a learning difficulty which may be prevalent in the candidate's own area — for example, sickle cell.

Social/emotional development stages: Pre-school years: school years: post-16 relationships: employment; independence: later years and dependence.

Candidates should investigate both the positive and negative effects of a range of factors which may affect development.

Health: genetic influences: physical changes (eg hormone imbalance: growth spurt): mental health: hygiene: rest; exercise;

Environmental life circumstances: social: cultural and gender issues: housing; play areas; pollution; school and college provision.

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

**Unit title:** Additional Support Needs: The Effects on Human Development

Biological: Heredity disability, own disability or illness, secondary disability, family disability or illness.

Life circumstances: special needs: position in family; times of transition (eg moving to a new home); starting/changing school/college: hospitalisation: birth of sibling: death in family; children who use more than one language; stress; abuse; stereotypical views in the community.

### **Outcome 4**

#### **Theorists**

A variety of theorists could be explored to give the candidate as wide an understanding of development as possible. The candidate should be introduced to the work of Piaget, Bandura, Skinner, Maslow, Bowlby, Chomsky, Sheriden and Gessel.

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

It is recommended that the learning and teaching for the four Outcomes should be undertaken in an integrated way. The topics should draw on a variety of teaching methods- experience: lecture notes: magazine articles and journals: videos, speakers and case studies.

The areas covered should include as well as the most common learning disabilities/difficulties, some less common syndromes/conditions. Opportunities should be taken to discuss conditions most relevant to the experience and situation of the candidate.

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

There is no automatic certification of Core Skills in this Unit. However there are opportunities to develop aspects of Core Skill components in Communication (written communication — all Outcomes) and Problem Solving (analysis — Outcome 4).

### **Open learning**

This Unit may be suitable for delivery in a range of formats including Open, Distance and Blended 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)).

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