



Higher National Unit specification

General information for centres

Unit title: Additional Support Needs: Roles and Functions in Teaching and Learning Environments

Unit code: F1VC 34

Unit purpose: This Unit is designed to provide candidates with the knowledge and understanding of the role and functions of staff working with individuals with ASN. Candidates will require to examine the relation between roles and functions for those employed in a variety of learning and teaching environments. The Unit should increase understanding of the importance of working as part of a team: to recognise the value of all team contributions and to appreciate the importance of providing accurate information and appropriate communication.

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

- 1 Investigate the roles and functions of staff working in a learning/teaching environment for pre and post 16 settings.
- 2 Describe reporting and recording methods for internal and external purposes in pre and post 16 settings.
- 3 Investigate opportunities for teamwork and good practice in providing information to team, individual and individual's network in a given learning situation

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

Credit points and level: 2 HN credit 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 are no pre-entry requirements for this Unit. However, it would be beneficial if candidates are working, or on placement, in an environment for individuals with ASN.

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 instruments of assessment. Outcome 1 is assessed by an extended response; Outcome 2 by an assignment; Outcome 3 by a case study.

Higher National Unit specification: statement of standards

Unit title: Additional Support Needs: Roles and Functions in Teaching and Learning Environments

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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

Investigate the roles and functions of staff working in a learning/teaching environment for pre and post 16 settings

Knowledge and/or Skills

- ◆ Different learning and teaching environments for individuals with ASN
- ◆ Roles of staff
- ◆ Functions
- ◆ Differentiation between roles and functions
- ◆ Statutory responsibilities
- ◆ Hierarchies/structures
- ◆ Line management
- ◆ Accountability

Evidence Requirements

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

- ◆ describe different teaching and learning environments for individuals with ASN
- ◆ describe roles of staff
- ◆ describe functions of staff
- ◆ explain the differentiation between roles and functions
- ◆ identify any statutory responsibilities
- ◆ identify hierarchies/structures
- ◆ describe line management responsibilities
- ◆ demonstrate understanding of accountability

Assessment Guidelines

Outcome 1 is assessed by an extended response (750–1,000 words).

Higher National Unit specification: statement of standards (cont)

Unit title: Additional Support Needs: Roles and Functions in Teaching and Learning Environments

Outcome 2

Describe reporting and recording methods for internal and external purposes for pre and post 16 settings

Knowledge and/or Skills

- ◆ Reporting functions of personnel
- ◆ Reporting issues from meetings
- ◆ Recording progress of client
- ◆ Recording difficulties
- ◆ Reporting to external agencies eg doctor; speech therapist
- ◆ Reporting to individual network eg family/social worker
- ◆ Referral process eg record of work, case plan

Evidence Requirements

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

- ◆ describe reporting functions of personnel
- ◆ describe how issues are reported
- ◆ describe how individual progress and development is recorded
- ◆ describe how difficulties experienced by client are recorded
- ◆ identify external agencies/services for which reports may be necessary
- ◆ identify client network for whom reports may be required
- ◆ describe referral process

Assessment Guidelines

Outcome 2 is assessed by an assignment relating to the Knowledge and Skills in this Outcome which could be based on the candidate's workplace or placement experience.

Higher National Unit specification: statement of standards (cont)

Unit title: Additional Support Needs: Roles and Functions in Teaching and Learning Environments

Outcome 3

Investigate opportunities for teamwork and good practice in providing information to team, individual and individual's network in a given learning situation

Knowledge and/or Skills

- ◆ Importance of good communication
- ◆ Information flow
- ◆ Values
- ◆ Assessment of team strengths
- ◆ Confidentiality
- ◆ Professional standards
- ◆ Techniques for managing and resolving conflict

Evidence Requirements

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

- ◆ understand the importance of a professional approach
- ◆ explain the importance of good communication
- ◆ describe the importance of information flow both internally and externally
- ◆ identify values which are important in education and learning settings
- ◆ assess team strengths and weaknesses
- ◆ explain the importance of confidentiality
- ◆ describe conflict management techniques

Assessment Guidelines

Outcome 3 is assessed by an assignment based on a case study (1,000–1,250 words) which could be based on the candidate's workplace or placement experience.

Administrative Information

Unit code:	F1VC 34
Unit title:	Additional Support Needs: Roles and Functions in Teaching and Learning Environments
Superclass category:	GA
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Version	Description of change	Date

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Higher National Unit specification: support notes

Unit title: Additional Support Needs: Roles and Functions in Teaching and Learning Environments

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

Throughout the Unit there is a strong emphasis on the importance of values and on the contribution of all contributions from all members of the team to the effective learning strategies and delivery. The co-operative nature of supported learning should be strongly emphasised. The value base to supported learning and issues relating to equality of opportunity should be explained and their significance recognised.

Outcome 1

The focus of this Outcome should be on identifying the range of learning and teaching environments for individuals with ASN. This will include Public, Voluntary and Private Sector provision. The roles and functions of staff should be examined in depth and any statutory responsibilities considered.

The following factors should also be explored:

- ◆ Differentiation between roles and functions
- ◆ Hierarchies/structures
- ◆ Line management
- ◆ Accountability

Outcome 2

The reporting/recording functions of several different establishments should be discussed and the functions of one learning and teaching establishment should be examined in detail. Where possible, this should relate to the environment that the candidate is working in, but case studies could be used. Opportunities for discussion and shared experience would help candidates to relate situations in a meaningful way.

A range of different reporting/recording functions from formal official documents eg Minutes, to informal/local documentation eg notes of meetings, could be usefully explored. Issues such as confidentiality, ownership, procedures, usage, confidentiality should be explored.

In looking at presentation of information, candidates should have the opportunity to examine a range of documentation. Where possible, candidates could present their own documentation, either from the workplace of placement, and this could be shared and discussed. Organisational/agency procedures relating to the handling and confidentiality of information should be covered.

Higher National Unit specification: support notes (cont)

Unit title: Additional Support Needs: Roles and Functions in Teaching and Learning Environments

Outcome 3

Outcome 3 is about teamwork and good practice. The following should be covered:

- ◆ Understanding the importance of a professional approach
- ◆ The importance of good communication and interpersonal skills
- ◆ The importance of information flow both internally and externally
- ◆ Values which are important in education and learning settings
- ◆ The importance of consultation in teamwork
- ◆ The importance of planning and evaluation
- ◆ The importance of identifying individual strengths and weaknesses and how these may impact on effective teamwork
- ◆ The importance of maintaining confidentiality of information
- ◆ Conflict management and resolution

Guidance on the delivery and assessment of this Unit

Opportunities should be taken to relate the Outcomes to the situation and experience of the candidate.

For Outcome 1, candidates should be encouraged to research and investigate different learning and teaching environments for individuals with ASN; the roles and functions of staff within the setting and the distinction between these; hierarchies/structures within the setting; line management responsibility; lines of accountability.

Outcome 2 is assessed by a portfolio of evidence. Candidates should be encouraged to compile a portfolio relating to the Knowledge and Skills in this Outcome. This should include relevant recording documentation, either from the workplace or placement and this could be shared and discussed. Where such documentation is used, candidates should be aware of issues relating to confidentiality of information, including any commercial sensitivity and agency procedures relating to the handling of information.

Outcome 3 - Guest speakers and visits to other establishments could augment the learning and teaching of this Outcome. It takes a case study approach. Candidates should discuss the factors which encourage effective teamworking. Teaching should focus on the importance of good communication and interpersonal skills; internal and external information flow; agency/setting Values; professional approach consultation/planning involving whole team; identifying team strengths and weaknesses; conflict management; evaluation. Delivery could be enhanced by the use of roleplay and scenarios.

Higher National Unit specification: support notes (cont)

Unit title: Additional Support Needs: Roles and Functions in Teaching and Learning Environments

Opportunities for developing Core Skills

There is no automatic certification of Core Skills in this Unit. However, there are opportunities to develop aspects of the Core Skills of Communication (Written Communication — all Outcomes) and Working with Others (Outcome 3).

Open learning

This Unit is suitable for open/blended learning modes.

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).

General information for candidates

Unit title: Additional Support Needs: Roles and Functions in Teaching and Learning Environments

This Unit is designed to provide you with the knowledge and understanding of the role and functions of staff working with individuals with ASN. You will look at the relationship between roles and functions of those employed in a variety of learning and teaching environments. It highlights the importance of working as part of a team and to recognise the value of all team contributions as well to appreciate the importance of providing accurate information and appropriate communication. This Unit is an optional Unit in the framework for the HNC Additional Support Needs: Supporting the Individual.

On completion of the Unit you should be able to:

- 1 Investigate the roles and functions of staff working in a learning/teaching environment for pre and post 16 settings.
- 2 Describe reporting and recording methods for internal and external purposes in pre- and post-16 settings.
- 3 Investigate opportunities for teamwork and good practice in providing information to team, individual and individual's network in a given learning situation.

There are three assessments for this Unit. Outcome 1 is assessed by an extended response, Outcome 2 by an assignment and Outcome 3 by a case study.