



Higher National Unit specification

General information for centres

Unit title: Additional Support Needs: Policy and Social Services

Unit code: F1VL 35

Unit purpose: The Unit is designed for candidates who are working with individuals with additional support needs. It provides an overview of the policy and legislative framework relating to the provision of social services for individuals with additional support needs. It allows opportunities to examine the application of these policies and includes issues of protection.

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

- 1 Identify and explain the legislation and policy underpinning social welfare provision for individuals with additional support needs.
- 2 Analyse issues surrounding possible harm and abuse and investigate the impact on working with individuals with Additional Support Needs.
- 3 Examine the role of agencies which oversee policies and practices within services for individuals with Additional Support Needs.

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

**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 good Communication skills, both written and oral. These may be evidenced by the achievement of nationally recognised qualifications for example Higher English or a qualification equivalent to SCQF level 5 or by the completion of a pre-course interview part of which could take the form of a written assignment.

Core Skills: There is no automatic certification of Core Skills in this Unit. However, there may be opportunities to develop aspects of Core Skills components in Communication and Problem Solving.

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: Specific advice on assessment of this Unit is given for each Outcome. Candidates must achieve all of the minimum evidence specified for each Outcome to pass the Unit.

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

Identify and explain the legislation and policy underpinning social welfare provision for individuals with additional support needs

Knowledge and/or Skills

- ◆ Key influences on development of legislation and policy
- ◆ The range of legislation relevant to social welfare for individuals with additional support needs
- ◆ Current policy initiatives and their impact on social welfare provision for individuals with additional support needs
- ◆ Key policies and charters which promote the rights and responsibilities of individuals with additional support needs
- ◆ Legislation designed to promote the equality of individuals with additional support needs
- ◆ Legislation designed to protect individuals with additional support needs

Evidence Requirements

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

- ◆ identify three key influences on the development of legislation and policy
- ◆ show an awareness of the influence of European, National and Local Government on policy
- ◆ describe one policy initiative and explain the impact on social welfare provision
- ◆ describe one piece of legislation designed to promote the equality of individuals with additional support needs
- ◆ describe one piece of legislation designed to protect individuals with additional support needs

Assessment Guidelines

Evidence should be presented as written responses to specific questions which should be carried under closed-book supervised conditions.

Higher National Unit specification: statement of standards (cont)

Unit title: Additional Support Needs: Policy and Social Services

Outcome 2

Analyse issues surrounding possible harm and abuse and investigate their impact on working with individuals with additional support needs

Knowledge and/or Skills

- ◆ Types of abuse
- ◆ Factors predisposing to abuse
- ◆ Reports, enquiries and research into failures to protect individuals from harm and abuse and their implications
- ◆ Legislation and organisational policy and procedures in relation to the protection of individuals
- ◆ Roles and responsibilities of staff
- ◆ Risk management and safe caring strategies
- ◆ Allegations of abuse against staff, carers or service users
- ◆ Systems for managing the protection of individuals

Evidence Requirements

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

- ◆ explain a minimum of three types of abuse
- ◆ describe the application of organisational policy and procedures in relation to the protection of individuals in a specified context
- ◆ explain the concept of risk assessment in relation to protection procedures
- ◆ evaluate own role in relation to the protection of individuals

Assessment Guidelines

Candidates should undertake an assignment which could be in the form of a report, presentation or a case study with questions.

Higher National Unit specification: statement of standards (cont)

Unit title: Additional Support Needs: Policy and Social Services

Outcome 3

Examine the role of agencies which oversee policies and practices within services for individuals with ASN

Knowledge and/or Skills

- ◆ Key agencies
- ◆ Roles of key agencies in relation to regulating and inspecting services for individual with Additional Support Needs
- ◆ Impact of key agencies on work practices within Additional Support Needs

Evidence Requirements

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

- ◆ explore the roles of two key agencies in relation to the regulation and inspection of services for individuals with Additional Support Needs
- ◆ examine the role of one agency in relation to development of agency practices relating to Additional Support Needs
- ◆ analyse the impact of guidance/code of practice of one agency in a specified context

Assessment Guidelines

Evidence may be presented as a report which focuses on practice and policy development of one agency, which may be the one the candidate works in or the placement experience. In such cases due regard for confidentiality must be observed.

Administrative Information

Unit code: F1VL 35

Unit title: Additional Support Needs: Policy and Social Services

Superclass category: PM

Original date of publication: August 2007

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History of changes:

Version	Description of change	Date

Source: SQA

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Higher National Unit specification: support notes

Unit title: Additional Support Needs: Policy and Social Services

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

This Unit is designed to give candidates an understanding of the policy and legislative framework in which they practice and to equip them with the knowledge and understanding of the issues surrounding the protection of individuals with additional support needs. This Unit is likely to form part of a Group Award, which is primarily designed to provide an opportunity for those who are employed in the field of social services working with or for those with additional support needs, to gain advanced competencies to meet the needs of their clients,

Outcome 1

This Outcome enables candidates to become familiar with the general processes that influence social policy for individuals with additional support needs. Candidates should consider the influences of the past to current provision for additional support needs, including the contributions of the statutory, voluntary and private sectors and this should include the contribution of unpaid carers. A child or young person will have additional support needs if they require extra input in order to 'benefit from school education'. The introduction of the duty on authorities to identify and make 'adequate and efficient' provision for all individuals with additional support needs will give far more robust legal rights to these children and young people. There will be new duties on agencies other than education. Local Authority Social Work Departments are responsible for arranging support for children with additional support needs and their carers.

Relevant legislation could include:

- ◆ The Education (Additional Support for Learning) (Scotland) Act 2004
- ◆ Protection of Vulnerable Groups (Scotland) Bill
- ◆ Mental Health (Care and Treatment) (Scotland) Act 2003
- ◆ Children (Scotland) Act 1995
- ◆ The Community Care and Health (Scotland) Act 2002
- ◆ Carers: Recognition and Services Act
- ◆ Chronically Sick and Disabled Persons (Scotland) Act 1972
- ◆ Data Protection Act 1998
- ◆ Social Work (Scotland) Act 1968
- ◆ Regulation of Care (Scotland) Act 2001

Higher National Unit specification: support notes (cont)

Unit title: Additional Support Needs: Policy and Social Services

Policy initiatives could include:

- ◆ *'The Same as You?'*, a review of services for people with learning disabilities, made a number of recommendations to include people with learning disabilities in community life, education, employment and leisure and recreation.
- ◆ Supporting people with mental health problems to access further education is a key part of achieving social inclusion objectives and improving the quality of life of people with mental health problems.
- ◆ *Implementing Inclusiveness: Realising Potential* (1999) The main policy objective for disaffected or disengaged learners is to promote re-integration to formal learning.
- ◆ *'Partnership Matters'* sets out the roles and responsibilities of the different agencies involved in providing support and encourages them to adopt a partnership approach to supporting students with additional support needs.
- ◆ *Looked After Children and Young People: We Can And Must Do Better* this Scottish Executive report reflects a desire to see a step change in the educational experience and Outcomes for looked after children and young people.
- ◆ *Residential care and education: improving practice in residential special schools in Scotland* This report is the first national review of school care accommodation services inspected jointly by the Care Commission and HMIE.

Candidates should look at legislation which promotes the rights and responsibilities of individuals. This will be achieved by examining legislation such as the Human Rights Act 1998 as well as specific sections of other key pieces of legislation. The Disability Discrimination Act defines disability as a physical or mental impairment, which has a substantial and long term adverse affect on a person's ability to carry out normal day-to-day activities.

Relevant legislation could include:

- ◆ Human Rights Act 1998
- ◆ Disability Discrimination Act 2005
- ◆ The Adults with Incapacity (Scotland) Act 2000
- ◆ Standards in Scotland's Schools etc Act 2000
- ◆ Protection of Children (Scotland) Act 2003
- ◆ Protection of Vulnerable Groups (Scotland) Bill
- ◆ Vulnerable Witnesses (Scotland) Act 2004

Higher National Unit specification: support notes (cont)

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Outcome 2

The issue of abuse should be considered within the context the dilemmas which may be involved in protecting individuals while respecting their rights and responsibility for their own protection. Abuse may be defined as causing physical, emotional or mental harm to an individual or failing to protect them from harm and neglect. The implications of reports eg Borders Miss X, into failures to protect should be examined in terms of their implications for practice. Candidates should examine the policies and procedures of one agency, in a critical and constructive way. They should understand the importance of investigative procedures and the need for rigorous risk assessment. Consideration should be given to dealing with allegations of abuse against staff carers or service users. Candidates should be able to explain their role in relation to both the person who makes the allegation and the person against whom the allegation is made. They should explore the dilemmas they may face in managing disclosures and allegations.

Outcome 3

Key agencies include:

- ◆ Scottish Executive
- ◆ Local Education Authorities
- ◆ HMIE
- ◆ SSSC
- ◆ Scottish Commission for the regulation of care
- ◆ Disability Rights Commission Scotland
- ◆ Additional Support Needs Tribunals
- ◆ General Teaching Council

Guidance/codes of practice include:

- ◆ National Care Standards
- ◆ Supporting children's learning: code of practice
- ◆ SSSC code of practice for social services workers
- ◆ SSSC code of practice for employers
- ◆ GTC Professional Code for Teachers

Higher National Unit specification: support notes (cont)

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Guidance on the delivery and assessment of this Unit

This information is contained within Evidence Requirements and support notes.

The following websites provide useful information for this Unit:

www.scotland.gov.uk
www.after16.org.uk
www.capability-scotland.org.uk
www.cafamily.org.uk
www.drc.org.uk
www.enquire.org.uk
www.nas.org.uk
www.skill.org.uk/scotland
www.elderabuse.org.uk
www.asntscotland.gov.uk

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 Problem Solving (Analysis, Outcome 2).

Open learning

This Unit is suitable for delivery in a variety of formats including open and 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

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