



## Higher National Graded Unit Specification

### General information for centres

This Graded Unit has been validated as part of the HNC Additional Support Needs: Supporting the Individual. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

**Graded Unit title:** Additional Support Needs: Supporting the Individual: Graded Unit 1

**Graded Unit code:** F2CC 34

**Type of Graded Unit:** Project

**Assessment Instrument:** Practical Assignment

**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.*

**Purpose:** This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of Supporting Individuals with Additional Needs:

- ◆ To develop candidates' interpersonal and communication skills
- ◆ To acquire knowledge of statutory and voluntary services and related legislation and policies
- ◆ To become familiar with the techniques of learning and teaching used in planning and presenting a learning programme across the range of learning environments
- ◆ To develop skills conducive to effective team work within the range of environments within social services and education
- ◆ To provide the candidate with the relevant practical experience in order to demonstrate the skills of the reflective practitioner

**Recommended Prior Knowledge and Skills:** It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- ◆ F1VE 34: Additional Support Needs: Principles of Practice
- ◆ F2C9 34: Additional Support Needs: Theoretical Approaches to Learning
- ◆ F1TW 34: Additional Support Needs: The Effects on Human Development
- ◆ F2CA 34: Additional Support Needs: Workplace Practice Experience

## General information for centres (cont)

**Core Skills:** There is no automatic certification of Core Skills in this Unit. However, there may be opportunities to develop aspects of core skills in *Communication* (Written), *Working with Others* and *Problem Solving* (Analysis and Evaluative Skills).

**Assessment:** This Graded Unit will be assessed by the use of a practical assignment. The developed practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

Assessment is based on the **product** and the **process**

### Candidates must

Interpret the brief

Gather information to clarify the brief

Decide on the learning activity to develop

Carry out the learning activity

Evaluate the activity

The project brief should **sample** the listed topics and issues from the mandatory units

Unit Title	Topics/Issues
ASN: Principles of Practice	2 Identify and explain the concepts, principles and philosophy relating to the education and training of people with learning disabilities/difficulties 4 Evaluate one programme
ASN: Theoretical Approaches to Learning	2 Plan a learning programme for an individual with a learning disability and/or difficulty 3 Implement a learning programme for an individual with a learning disability and/or difficulty 4 Evaluate the effectiveness of a learning programme for an individual with a learning disability and/or difficulty
ASN: Human Development	2 Explain factors which may affect development 4 Evaluate the relationship between disability and development

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

### **PROJECT BRIEF: PRACTICAL ASSIGNMENT**

This assignment relates to working with an individual to plan develop and evaluate a learning activity for that individual with additional support needs.

#### **STAGE 1 — PLANNING**

**Select an individual with whom you are working**

##### **1 Analyse current learning needs with reference to**

- ◆ Factors affecting development
- ◆ The relationship between disability and development

##### **2 Plan a learning activity for the individual with reference to**

- ◆ Philosophies of learning
- ◆ Skills required
- ◆ Legislative framework

#### **STAGE 2 — DEVELOPING**

**Give an account of the learning activity with reference to**

- ◆ The role of the support for learning worker
- ◆ Involvement of the individual with additional support needs

#### **STAGE 3 – EVALUATING**

**Evaluate and review the learning activity with reference to**

- ◆ Reflection on own practice
- ◆ An assessment of how well the learning activity met the development needs of the individual

**Graded Unit Code:** F2CC 34

**Graded Unit Title:** Additional Support Needs: Supporting the Individual:  
Graded Unit 1

**Original date of publication:** August 2009

**Version:** 01

**History of Changes:**

Version	Description of change	Date

**Source:** SQA

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## Higher National Graded Unit Specification: instructions for designing the assessment task and assessing candidates

**Graded Unit Title:** Additional Support Needs: Supporting the Individual:  
Graded Unit 1

### Conditions of Assessment

The candidate should be given a date for completion of the **practical assignment**. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date.

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any reassessment of stages must be undertaken before proceeding to the next stage.

Remediation can take place at any stage throughout the project and it is recommended that students shouldn't progress from one stage to the next without having passed the previous stage — however, the level of support required would be reflected in the grade given. If significant assessor support is required in any of the project stages, the student would not be awarded an 'A' grade as the level of independent working would not accord with the guidance on grading candidates in the Graded Unit specification.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new project, assignment, case study, etc. In this case, a candidate's grade will be based on the achievement in the **reassessment**.

### Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

## Higher National Graded Unit Specification: instructions for designing the assessment task and assessing candidates (cont)

### Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent, or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> <li>◆ has sufficient evidence for the three essential phases of the project, is produced to a high standard, and is quite clearly inter-related</li> <li>◆ demonstrates an accurate and insightful interpretation of the project brief</li> <li>◆ is highly focused and relevant to the tasks associated with the project brief</li> <li>◆ is clear and well structured throughout and language used is of a high standard in terms of level accuracy and technical content</li> <li>◆ effectively consolidates and integrates required knowledge, and skills</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ has sufficient evidence of the three essential phases of the project, is produced to an adequate standard</li> <li>◆ demonstrates an acceptable interpretation of the project brief</li> <li>◆ is focused and relevant to the tasks associated with the project brief</li> <li>◆ is satisfactory structured and language used is adequate in terms of level, accuracy and technical content</li> <li>◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency</li> </ul>

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this graded unit based on the following grade boundaries.

- A = 70% — 100%
- B = 60% — 69%
- C = 50% — 59%

**Note:** the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

## Higher National Graded Unit Specification: instructions for designing the assessment task and assessing candidates (cont)

### Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

**Note:** The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning 30% of total marks	<p>Produce a written plan for a learning activity which includes:</p> <ul style="list-style-type: none"> <li>An assessment of the current learning needs of an individual with additional support needs which includes factors affecting development and their impact on learning</li> <li>An assessment of the selected learning activity in terms of appropriateness and benefits to the individual with additional support needs</li> <li>An assessment of any risks</li> <li>Resources required</li> <li>Aims and objectives of the learning activity</li> <li>A justification of the philosophy of learning to be used</li> <li>Timescales for carrying out the activity and writing up the assignment</li> <li>Identification of relevant legislation</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p> <p>The plan should be 750–1,000 words</p>
<b>Stage 1 — Planning</b>	<p><b>Additional Guidance on Grading</b></p> <p>This stage is worth <b>30 marks</b>. The candidate must achieve all of the minimum evidence specified below to pass the planning stage. The planning stage is assessed by a short planning document and an individual interview. The tutor’s role is as a facilitator and so to gain high marks the candidate must demonstrate a high degree of autonomy in planning activities.</p> <p>For the planning stage the marks must be allocated in the following way:</p> <p>Up to <b>10 marks</b> for the assessment of the learning needs of the individual which should include identification and analysis of factors influencing development. For high marks the candidate must present a clear description of the development needs of the individual and a thorough analysis of the relationship between disability and development for that individual.</p> <p>Up to <b>5 marks</b> for the appropriateness of the selected learning activity for the individual. Candidates should give details of what how where and when. Aims and objectives should be clearly stated, the objectives should detail the steps they will take to achieve their aims. The timescale for the planning development and evaluation should be included.</p>

## Higher National Graded Unit Specification: instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
	<p>Up to <b>6 marks</b> for detailing the resources required and sources of information. The candidate should show how they consulted with the placement supervisor and the individual. Identification of relevant legislation, discussion of safe practice and issues surrounding confidentiality should be highlighted in order to achieve a pass. Risks and contingencies should be mentioned to achieve high marks.</p> <p>Up to <b>4 marks</b> for the identification and justification of the philosophy of learning to be used. This should be appropriate to the individual and the activity. Marks should be given where the candidate clearly demonstrates the way the selected philosophy of learning will meet the purpose of the activity.</p> <p>Up to <b>5 marks</b> for the justification of the approach taken in the plan and for developing and adhering to realistic timescales. To gain full marks the candidate would be expected to fulfil the following criteria:</p> <ul style="list-style-type: none"> <li>◆ First interview with facilitator no later than two weeks from commencement of project. Candidate required to have selected the individual and the learning activity in consultation with placement supervisor and other members of the team</li> <li>◆ Second interview with facilitator to discuss assessment of the needs of the individual and to examine first draft of plan including evidence of materials and methods. Further interviews at the discretion of the facilitator</li> </ul>

## Higher National Graded Unit Specification: instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
Stage 2 — Developing 40% of total mark	<p>Produce a written report of the learning activity which</p> <p>Is based on the plan; this should be completed before the activity takes place</p> <p>Demonstrates ability to manage materials and resources</p> <p>Applies theories/philosophies of learning to the fulfilment of the aims and objectives as specified in the plan</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p> <p>The report should be 1,000–1,500 words</p>
<b>Stage 2 —            Developing</b>	<p><b>Additional Guidance on Grading</b></p> <p>This stage is worth <b>40 marks</b>. The candidate must achieve all of the minimum evidence specified below to pass the developing stage. Assessment is based on a written report of the activity.</p> <p>Up to <b>10 marks</b> for the application of disciplines, theories and philosophies to the fulfilment of the aims and objectives within the plan of the activity. For full marks the candidate would have to show the disciplines, theories and philosophies had a direct bearing on the activity. Candidates who make poor links and connections between the activity and the disciplines theories and philosophies used should be awarded lower marks.</p> <p>Up to <b>15 marks</b> for showing that the activity has been followed through according to the plan. Candidates who provide a detailed account of the activity which is related to the plan should be given a high mark. Candidates who do not relate the activity to the plan but give a good account of how they undertook the activity in a logical fashion should be given a pass mark. Candidates who give an account of the activity which shows little coherence or organisation and does not relate to the plan should not be allocated a pass mark.</p> <p>Up to <b>10 marks</b> should be allocated for the ability to manage materials and resources. This may depend on the activity the candidate has chosen and the complexity of the organisation required to carry out the activity. In order to achieve full marks the materials used should be appropriate to the activity and reference should be made to Health and Safety requirements and adherence to policies.</p> <p>Up to <b>5 marks</b> should be given to those candidates who carry out the activity well and have it observed by a placement supervisor or mentor.</p>

## Higher National Graded Unit Specification: instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
Stage 3 — Evaluating	Produce a written evaluation of the learning activity which includes
30% of total marks	<p>An objective review of the quality of own work</p> <p>An assessment of the strengths and weaknesses of the original plan</p> <p>A review of the plan and modifications made to inform improvements to own work</p> <p>Identification of any problems encountered and skills gained</p> <p>Identification of how the integrative nature of the assignment enhanced understanding of HNC programme</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p> <p>The evaluation should be 800–1,000 words</p>
<b>Stage 3 — Evaluating</b>	<p><b>Additional Guidance on Grading</b></p> <p>This stage is worth <b>30 marks</b>. The candidate must achieve the minimum criteria specified below to pass the evaluating stage. The evaluating stage is assessed by a written evaluation. The tutor’s role is as a facilitator and so candidates should demonstrate a high degree of autonomy in evaluating activities. The marks for this stage should be allocated in the following way:</p> <p>Up to <b>8 marks</b> should be given to those candidates who are able to review the quality of their own work with some reflection shown. Candidates who can identify areas of new learning and can relate the activity to the plan, including identification of gaps or omissions should be awarded a high mark. Marks should be awarded to candidate’s who can identify the impact of any new learning to their practice.</p> <p>Up to <b>8 marks</b> for a discussion of the strengths and weaknesses of the original plan and analysis of whether the plan was sufficient in meeting the aims of the activity. Marks should be given where a candidate uses feedback in evaluating the activity. This feedback could be written in the form of a questionnaire or oral feedback from the participant(s) or the supervisor.</p> <p>Up to <b>8 marks</b> should be given for the review of the whole project and any modifications or improvements including recommendations for future planned activities, which should be achievable and realistic. A candidate who makes some suggestions but does not always relate them to the plan or development should receive a pass mark. The candidate who does not suggest improvements and who has not related the evaluation of their work across the whole project should not receive a pass mark.</p> <p>Up to <b>6 marks</b> should be awarded for identification of the way the project integrated knowledge and understanding of the component units of the HNC Additional Support Needs. Marks should be awarded to candidates who identified skills gained and integration of theory and practice during the project. A candidate who does not identify any new or enhanced knowledge and skills should not pass this section.</p>

## **Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)**

### **Support Notes**

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

As this Unit is student-initiated and drive, it requires only guidance and direction on the part of the lecturer. Primarily, the role of the lecturer is that of mentor. The expectation is that the candidate works independently, demonstrating a thorough understanding of each stage of the Unit, ie planning, developing and evaluating. Problem solving skills and evaluative skills should be evident. Submission and presentation completion date has to be established and adhered to. A candidate should work independently throughout a project-based Graded Unit assessment. The role of the assessor is to provide reasonable assistance eg to provide clarification and guidance in a way which ensures that it is still the work of the candidate which will be assessed.

The setting of deadlines in project-based Graded Units is imposed to ensure fairness so that all candidates are given the same time to complete either the entire project or phases within the project. However, colleges should take into consideration any personal circumstances in line with their centre's own policy and SQA's guidance on special assessment arrangements. If, however, no personal circumstances pertain, the candidate's work should be submitted and marked by the due deadline.

Candidates should be encouraged to draw upon their learning and assignments for the mandatory units and placement or workplace experience. All references to the individual with additional support needs should be anonymised and the permission of that individual obtained. The learning activity to be undertaken should be discussed and agreed with the placement supervisor/teacher/line manager prior to the activity taking place.

Candidates will be required to draw on theories and philosophies relating to the education and training of people with additional support needs, practice placement and support/learning programme/plan for the individual.

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## General Information for Candidates

### Additional Support Needs: Supporting the Individual: Graded Unit 1

This Unit has been designed to allow you integrate your learning across a range of units in the HNC Additional Support Needs: Supporting the Individual. You should be able to draw upon your learning and assignments for the mandatory units and your placement or workplace experience. You should be aware that any references to the individual(s) with additional support needs must be anonymised and the permission of that individual obtained. You will have the opportunity to discuss and agree on the learning activity to be undertaken with the placement supervisor/teacher/line manager prior to the activity taking place.

You will explore theories and philosophies relating to the education and training of individuals with ASN and draw on your experiences in practice/placement and on the support/learning programmes/plans for the individual.

On completion of this Unit, you will be able to demonstrate that you have achieved the following principal aims of the HNC Additional Support Needs: Supporting the Individual:

- ◆ To develop candidates' interpersonal and communication skills
- ◆ To acquire knowledge of statutory and voluntary services and related legislation and policies
- ◆ To become familiar with the techniques of learning and teaching used in planning and presenting a learning programme across the range of learning environments
- ◆ To develop skills conducive to effective team work within the range of environments within social services and education
- ◆ To provide the candidate with the relevant practical experience in order to demonstrate the skills of the reflective practitioner