



Higher National Unit Specification

General information

Unit title: Learner Support: Key Support Functions

Unit code: H366 34

Superclass: GB

Publication date: January 2013

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to enable the candidate in his/her role as a learning facilitator/assistant to understand and apply four key support functions to aid a learner with additional support needs.

Outcomes

On successful completion of the Unit the candidate will be able to:

- 1 Adapt written material and communicate appropriately with a learner with additional support needs.
- 2 Proof read work submitted by a learner with additional support needs.
- 3 Record notes appropriate to the needs of the learner
- 4 Scribe accurately for a learner with additional support needs.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

Although entry is at the discretion of the centre, the candidate will require good communication and interpersonal skills. As there is a practical element to this Unit, candidates are required to be working in an appropriate role and setting.

Higher National Unit Specification: General information (cont)

Unit title: Learner Support: Key Support Functions

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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 Unit is one of two mandatory Units which make up the PDA in Learner Support at SCQF level 7.

This Unit may be undertaken on its own, perhaps for the purposes of CPD, or as part of the PDA in Learner Support at SCQF level 7.

This Unit is designed for those who work, or wish to seek employment, as a learning facilitator or assistant within a learning environment.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit Specification: Statement of standards

Unit title: Learner Support: Key Support Functions

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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

Adapt written material and communicate appropriately with a learner with additional support needs.

Knowledge and/or Skills

- ◆ Different learning needs of learners with additional support needs
- ◆ Grammar, structure and language features/conventions
- ◆ Appropriate communication and recording material
- ◆ Difference in communication during assessment
- ◆ Respecting confidentiality

Outcome 2

Proof read work submitted by a learner with additional support needs.

Knowledge and/or Skills

- ◆ Proofreading conventions/skills
- ◆ Context and content of the work being proof read
- ◆ Punctuation and text features which may affect meaning
- ◆ Communication skills during feedback to learner with additional support needs

Outcome 3

Record notes appropriate to the needs of the learner.

Knowledge and/or Skills

- ◆ Note taking conventions and styles
- ◆ Learning needs of learner being supported
- ◆ Listening and summarising skills
- ◆ Memory skills

Higher National Unit Specification: Statement of standards (cont)

Unit title: Learner Support: Key Support Functions

Outcome 4

Scribe accurately for a learner with additional support needs.

Knowledge and Skills

- ◆ Application of the conventions of scribing under a range of conditions
- ◆ Application of the graphical and tabular conventions of scribing
- ◆ Subject vocabulary
- ◆ Handwriting and/or word processing skills

Evidence Requirements for this Unit

The Unit may be assessed holistically, by way of a portfolio of evidence which demonstrates an understanding and application of the knowledge and skills for each of the four Outcomes. The candidate must respect the learner's confidentiality when submitting the learners work to the portfolio.

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

- ◆ produced accessible written material for two learners with different additional support needs. Candidates should explain within the evidence how different learning needs were taken account of.
- ◆ proof read the work of two learners with different additional support needs. This evidence should show feedback agreed by the candidate with the learner. It should also include both original pieces as well as the proof read pieces.
- ◆ applied a minimum of two different styles of note taking for two learners with different additional support needs.
- ◆ scribe written notes applicable to two learners with different additional support needs. One example of the notes should include notes in either graphical or tabular format.



Higher National Unit: Support Notes

Unit title: Learner Support: Key Support Functions

Higher National Unit: Support Notes (cont)

Unit title: Learner Support: Key Support Functions

Unit Support Notes are offered as guidance and 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 is part of the PDA in Learner Support at SCQF level 7. The PDA is designed to provide formalised training for those employed or seeking employment in the area of support for individuals with additional support needs within school and or a post 16 education/learning setting. This Unit will develop the candidates knowledge of the four key support functions used when supporting a learner with additional support needs.

Outcome 1 introduces the candidate to the knowledge and skills required in preparing written materials for learners with additional support needs. Candidates will learn different formats used (eg text to audio; layout changed). Candidates will learn how to communicate effectively and sensitively with the learner regarding his/her needs. This will include the level of detail required, agreeing commands for stopping, continuing and repeating. Candidates should be made aware of strategies for tackling unusual features when preparing text materials as well as recognising boundaries of confidentiality.

Outcome 2 develops the candidate's knowledge of the need for accurate proof reading. Candidates should be given practical opportunities to work with a variety of text styles eg instructions, theoretical, research and independent learning.

Outcome 3 explores the conventions of note taking. This should include diagrammatic and linear styles. It will also explore different formats such as mind mapping, handwritten and the use of transcribing notes into an electronic version for delivery either a digital medium or by e-mail to the learner. The importance of skills in listening, summarising and memorising. The specific additional needs of learner must also be taken into account.

Outcome 4 has a practical focus and provides the opportunity to integrate their learning from Outcomes 1, 2 and 3 into their practice. Candidates will explore the practical aspects of scribing for individual learners. Methods of presenting information text in note and tabular form should be included.

Guidance on approaches to delivery of this Unit

It is envisaged that this Unit will be taught in the order presented, but this may be adapted to suit the candidate and the learner. This will enable the candidate to learn the key functions of a facilitator/assistant. It will also enable the candidate to build up a portfolio of work which demonstrates what they have learned.

To aid the candidate to have as wide as possible experience of learning, it is recommended Outcomes 1,2 and 3 should focus on a minimum of two different support needs. Outcomes 1, 2 and 3 will aid the candidate to develop their learning through a learner-centred, participative and practical approach. This will include group work, classroom activities and practical sessions.

Higher National Unit: Support Notes (cont)

Unit title: Learner Support: Key Support Functions

The candidate will require access to learners with additional support needs to undertake the practical aspect of Outcome 4.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The candidate will produce a portfolio of work, which should include as a minimum the following:

Outcome 1

The assessment should include evidence of preparation with learner with additional support needs.

A minimum of two pieces of accessible written material for two learners with different additional support needs. Candidates should explain within the evidence how different learning needs were taken account of. This will enable the candidate to demonstrate an awareness of the breadth of the needs of learners the candidate may support in a learning environment

Outcome 2

A minimum of two pieces of proof read work with two learners with different additional support needs. This evidence should show feedback agreed by the candidate with the learner. It should also include both original pieces as well as the proof read pieces. This work will demonstrate the candidates ability to edit and proof read a learners work. This will be demonstrated by (a) the level of detail required (b) the notation used in editing (c) notes of queries in left hand margin d) edit for spelling.

Outcome 3

A minimum of two different styles of note taking for two learners with different additional support needs. Where applicable, one piece of note taking can be described onto an electronic version.

Higher National Unit: Support Notes (cont)

Unit title: Learner Support: Key Support Functions

Outcome 4

A minimum of two pieces of scribing written notes (one of which should include graphical or tabular formatting) applicable to two learners with different additional support needs. It is strongly recommended that one of the pieces is also observed. This will ensure the authenticity of candidate evidence. The completed task, accompanied by the observation checklist should be signed and dated by the assessor/observer and where possible the learner.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There are opportunities throughout this Unit to develop aspects of the Core Skills.

Communication (both Oral and Written) will be developed through the practical element of Outcome 4, but also through class discussions and participative learning.

The Core Skill of *Problem Solving* will be developed in this Unit, as the candidate will be required to take into account the different support needs of the learners when devising appropriate methods to communicate and receive feedback.

Information and Communication Technology (ICT) skills will be developed if the candidate utilises specific computer programmes for graphical or tabular work, or for digital recording of notes.

History of changes to Unit

Version	Description of change	Date

© Scottish Qualifications Authority 2013

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for candidate

Unit title: Learner Support: Key Support Functions

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit which will enable you to learn about and develop the skills required to support a learner with additional support needs within an educational and or learning setting.

You will learn how to adapt written materials, communicate appropriately with a learner, and take notes/dictation for a learner with additional support needs. You will learn how to edit and proof read the learners work and how to present the work for the learner adapted to his/her specific learning needs.

Throughout the Unit there will be opportunities to develop your Core Skills in *Communication, Problem Solving and Information and Communication Technology (ICT)*.