



## Higher National Unit Specification

### General information

**Unit title:** Learner Support: Values and Practice of the Learning Facilitator/Assistant

**Unit code:** H367 34

**Superclass:** GA

**Publication date:** January 2013

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is designed to develop the candidate's knowledge and understanding of current legislation and policies related to additional support needs and how the legislation is applied in a learning and/or cared for environment. It will also enable the candidate, in their role as a learning facilitator/assistant, to develop an understanding of the values and responsibilities of such a role, while undertaking practice.

### Outcomes

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

- 1 Explain relevant legislation and policies relating to learners with additional support needs.
- 2 Explain the key roles, functions and responsibilities of those supporting learners with additional support needs.
- 3 Explain the values required of a learning facilitator/assistant.
- 4 Reflect on own practice and identify areas for development.

### 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

Entry is at the discretion of the centre. 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)**

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### **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 contained in the framework of 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 Learner Support.

### **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 candidates 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](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit Specification: Statement of standards

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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

Explain relevant legislation and policies relating to learners with additional support needs.

#### Knowledge and/or Skills

- ◆ On-going impact of relevant key legislation from the recent past on both the learner with additional support needs and the learning facilitator/assistant
- ◆ Beattie Report and how the report and subsequent legislation informs own employer's policies
- ◆ Impact of current relevant legislation on both the learner with additional support needs and the learning facilitator/assistant
- ◆ Impact of current relevant policies on both the learner with additional support needs and the learning facilitator/assistant

### Outcome 2

Explain the key roles, functions and responsibilities of those supporting learners with additional support needs.

#### Knowledge and/or Skills

- ◆ Role and breadth of responsibilities of the learning facilitator/assistant in the learning process
- ◆ Effective communication and interpersonal skills
- ◆ Role of and breadth of responsibilities of key others supporting learners with additional support needs.

## Higher National Unit Specification: Statement of standards (cont)

**Unit title:** Learner Support: Values and Practice of the Learning Facilitator/Assistant

### Outcome 3

Explain the values required of a learning facilitator/assistant.

#### Knowledge and/or Skills

- ◆ Promotion of equality
- ◆ Empowerment
- ◆ Confidentiality
- ◆ Respect and dignity
- ◆ Anti-discriminatory practice

### Outcome 4

Reflect on own practice and identify areas for development.

#### Knowledge and Skills

- ◆ Reflective practice
- ◆ Self evaluation through peer review or observation

### Evidence Requirements for this Unit

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

- ◆ explain the impact of a minimum of one piece of legislation from both current and from the recent past, on the learner and on the facilitator/assistant.
- ◆ explain the impact of the Beattie Report on own employer's policies.
- ◆ explain a minimum of two key functions you have as a learning facilitator/assistant in the learning process.
- ◆ explain a minimum of two responsibilities you have as a learning facilitator/assistant in the learning process.
- ◆ explain a minimum of two responsibilities of key others in supporting a learner with additional support needs.
- ◆ explain communication and interpersonal skills required to work effectively with those involved with learners with additional support needs.
- ◆ explain a minimum of two values required as a learning facilitator/assistant relevant to practice.
- ◆ evaluate own practice within a setting, including self-reflection, a training needs analysis and peer review or observation.



## **Higher National Unit: Support Notes**

**Unit title:** Learner Support: Values and Practice of the Learning Facilitator/Assistant

## Higher National Unit: Support Notes (cont)

**Unit title:** Learner Support: Values and Practice of the Learning Facilitator/Assistant

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 one of two mandatory Units in the framework of the PDA in Learner Support. 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 related legislation, values and roles of those involved in supporting the learner.

#### Outcome 1

This Outcome introduces the candidate to relevant key legislation and policies which shaped and continues to shape the provision for learners with additional support needs. The Outcome explores not only the impact of the legislation and policies on the learner with additional support needs, but also on the learning facilitator/assistant. It is recommended that the legislation and policies included in the Outcome should date from 1990 to the present.

#### Outcome 2

This Outcome introduces the candidate to the key functions and responsibilities of the learning facilitator/assistant and key others who have a role in supporting the learner. It examines the functions and breadth of responsibilities of the learning facilitator/assistant and the distinctions between that function and that of other key workers. The Outcome explores the distinctions and boundaries of the different roles to ensure a positive and effective working and learning environment.

#### Outcome 3

This Outcome introduces the candidates to the values required to become an effective learning facilitator/assistant. The candidate will be encouraged to explore the meaning of key values and to look at their own practice in relation to these values. Candidates will also be encourage to look at prejudices in a learning environment and how these can be overcome.

#### Outcome 4

This Outcome enables the candidate to focus on the importance of self-evaluation and reflective practice as a learning facilitator/assistant.

## **Higher National Unit: Support Notes (cont)**

**Unit title:** Learner Support: Values and Practice of the Learning Facilitator/Assistant

### **Guidance on approaches to delivery of this Unit**

It is recommended that the Unit is taught while the candidate is working as a learning facilitator/assistant or undertaking a practical placement to which he/she can relate their learning.

The key method of delivery for Outcomes 1, 2 and 3 would be a structured learning situation. Outcome 4 would be a practical project based within a learning setting.

Candidates should be encouraged to contribute to each learning session by relating the learning to their practice. This sharing of practice will enable the candidates to have examples of roles, responsibilities and values for discussion. This would enable the candidate to relate theory to practice and in turn would encourage a learner centred, participative and practical approach within the gaining of the key knowledge and skills. It should be noted that candidates must maintain the confidentiality of the learner(s) during any discussions of their practice.

### **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 candidates.

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

It is recommended that the Unit is assessed in two parts.

Outcome 1, 2 and 3 may be assessed by extended response questions.

Outcome 4 would benefit from being assessed holistically. The assessment would demonstrate and record the candidate's personal practice with a learner with additional support needs. The portfolio should include a reflective report/diary of the personal practice which includes a description of the impact on the learner of the support given and a self-evaluation which could include a training needs analysis.

The portfolio should also include at least one observational report of the candidate's practice within a setting, which would authenticate the work.

## Higher National Unit: Support Notes (cont)

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### 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](http://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.

*Working with Others* will be developed, again through the practical element of Outcome 4 when the candidate will be working with other key members of the learner's support team.

The Core Skill of *Problem Solving* will be developed in this Unit, particularly in Outcome 3, where the candidate will be asked to explain how to challenge discrimination and prejudice and overcome these in a learning environment.

*Information and Communication Technology (ICT)* skills will be developed if the candidate uses internet search engines as part of their research into legislation and utilises electronic communication media.



## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### **Unit title:** Learner Support: Values and Practice of the Learning Facilitator/Assistant

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 is for you if you are currently working, or wish to work with learners with additional support needs, as a learning facilitator or assistant. As there is a practical element to the Unit, you must be currently employed in this setting or have access to a suitable placement opportunity.

This Unit is designed to develop your knowledge and understanding of legislation and policies related to additional support needs and how these are relevant in a learning environment. The scope of the Outcome covers legislation and policies from 1990 to the present time. You will also examine the role, responsibilities and values required of a range of people who work supporting learners with additional support needs in educational and/or cared for settings.

You will explore and develop the core values of respect, confidentiality, dignity and anti-discriminatory practice.

During the practical element of the Unit you will identify your good practice, areas requiring further development and learn the importance of self-reflection.

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