



Higher National Unit Specification

General information

Unit title: Learner Support: Managing Behaviour in a Support Setting

Unit code: H368 34

Superclass: GB

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Version: 01

Unit purpose

The Unit is designed to enable the candidate in their role as a learning facilitator/assistant to better manage the behaviour of the learner(s) he/she is working with. Candidates will develop their knowledge and understanding of types of behaviour and influences within the learning setting.

Outcomes

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

- 1 Outline key behaviour theories and theorists.
- 2 Recognise key behaviour indicators.
- 3 Explain the influence of learning styles and the learning environment.
- 4 Record and analyse managed incidents of behaviour within a support setting.

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)

Unit title: Learner Support: Managing Behaviour in a Support Setting

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 an optional Unit in the PDA in Learner Support at SCQF level 7.

It is designed for those working with learners as a facilitator/assistant.

This Unit may be undertaken on its own, perhaps for the purposes of CPD, or as part of the PDA in 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 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: Managing Behaviour in a Support Setting

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. Learners 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

Outline key behaviour theories and theorists.

Knowledge and/or Skills

- ◆ Classical conditioning
- ◆ Operant conditioning
- ◆ Learned Helplessness
- ◆ Functional Attachment

Outcome 2

Recognise key behaviour indicators.

Knowledge and/or Skills

- ◆ Behaviour indicators as part of a learning disability
- ◆ Behaviour indicators resulting from a learner experiencing a mental health issue
- ◆ Behaviour indicators resulting from the learner experiencing emotional, social and or psychological issues
- ◆ Behaviour indicators which are not as a result of an additional support need

Outcome 3

Explain the influence of learning styles and the learning environment.

Knowledge and Skills

- ◆ Different learning styles
- ◆ Influences within the learning environment

Higher National Unit Specification: Statement of standards (cont)

Unit title: Learner Support: Managing Behaviour in a Support Setting

Outcome 4

Record and analyse managed incidents of behaviour within a support setting.

Knowledge and/or Skills

- ◆ Partnership delivery strategies for managing behaviour in their context
- ◆ Potential and or actual incidents with reference to behaviour of student with additional needs being supported
- ◆ Strategies implemented by other staff to handle described behaviour during and after the incident
- ◆ Analysis of management of incident including own role

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 one partnership strategy applicable to your workplace/placement.
- ◆ outline a minimum of two the key theories and theorists of behaviours.
- ◆ explain behaviour indicators linked to
 - Learning Disability
 - Mental Health Issue
 - Emotional, Social or Psychological Issues
 - Or, not as a result of an additional support need
- ◆ explain the influence on learning of one learning style and one learning setting.
- ◆ demonstrate own learning in a practical situation.
- ◆ explain your involvement in two actual incidents and analyse the management of the incident reflecting on own role.



Higher National Unit: Support Notes

Unit title: Learner Support: Managing Behaviour in a Support Setting

Higher National Unit: Support Notes (cont)

Unit title: Learner Support: Managing Behaviour in a Support Setting

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 is designed to develop the candidate's knowledge and skills in the area of behaviour management.

Outcome 1

This Outcome explores the key theories and theorists within the field of behaviour management. Suggested theorist would include Skinner and Thorndike (operant conditioning) Pavlov (classical conditioning), Bowlby, Harlow and Rutter (attachment) Seligman and Kohlberg (Learned helplessness).

Outcome 2

This Outcome will look at behaviour related to specific additional support needs. It will explore the key behaviour indicators which a learning facilitator/assistant would need to be aware of when working with learners.

Outcome 3

This Outcome would enable the learning facilitator/assistant to explore different learning styles (Sensory, Visual, Auditory, Kinaesthetic)) and learning environments (Dunn and Dunn) and their influence on a learner with additional support needs.

Outcome 4

This Outcome would enable the candidate to undertake practical aspects of Outcomes 1, 2 and 3. It would also enable the candidate to evaluate the strategies used to manage behaviour and reflect on and learn from their own practice.

Higher National Unit: Support Notes (cont)

Unit title: Learner Support: Managing Behaviour in a Support Setting

Guidance on approaches to delivery of this Unit

It is envisaged that this Unit will be taught in the order of the Outcomes. Outcome 1, 2 and 3 will lend themselves to some integrative teaching. Outcome 1 and 2 and 3 would be mainly classroom based teaching which could involve the use of group work, DVD's of behaviour in action and participative input by students on practices they had witnessed in the employment/placement.

Outcome 4 is a practical Outcome and would require the candidate to have a period of prolonged access to a learner with additional support needs within a learning setting.

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.

Guidance on approaches to assessment of this Unit

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

As this is a practical Outcome, it is recommended that Outcome 4 is assessed through a portfolio, which records and analyses a minimum of two incidents of differing behaviours within a support setting. The candidate will show through their report within the portfolio, an awareness of theory and theorists, of partnership working and of any Health and safety issues. The candidate will include a reflective element within the portfolio.

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.

Higher National Unit: Support Notes (cont)

Unit title: Learner Support: Managing Behaviour in a Support Setting

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 as the candidate will be required to identify and evaluate different strategies for managing unacceptable behaviour

Information and Communication Technology (ICT) skills will be developed if the candidate uses internet search engines as part of their research into key theories and theorists

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Learner Support: Managing Behaviour in a Support Setting

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 designed to develop your knowledge and skills in relation to managing the behaviour of a learner with additional support needs within a learning setting.

The Unit explores reasons behind unacceptable behaviour by looking at key theories and theorists who have written extensively on the subject. The Unit also gives you as a learning facilitator/assistant an insight into the types of behaviour which might occur linked to specific additional support needs. It also explores strategies that you as a learning facilitator/assistant might deploy within a practical situation.

Through a practical project working with a learner(s) with additional support needs you will become a reflective practitioner in relation to how you handled any behaviour management issues which arise within a learning setting.

There are opportunities to develop aspects of the Core Skills within this Unit, particularly *Communication, Problem Solving, Working with Others* and *Information and Communication Technology (ICT)*.