



Higher National Unit specification

General information

Unit title: Additional Support Needs: Lifelong Learning
(SCQF level 7)

Unit code: HD80 34

Superclass: GB

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Unit purpose

This Unit is designed to introduce learners to the principles and policies surrounding the Lifelong Learning agenda. It explores the legislation and policies that underpin the provision of lifelong learning, particularly in relation to opportunities for individuals with Additional Support Needs (ASN). The Unit focuses on investigating local provision and relating it to the needs of individuals.

Outcomes

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

1. Examine legislation and policy relating to lifelong learning and ASN.
2. Investigate local lifelong learning opportunities for a specified group.
3. Analyse the opportunities for lifelong learning in relation to an individual with ASN.

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. Learners should have good communication skills. This may be demonstrated by relevant qualifications at SCQF level 5 or above with relevant experience in an additional support needs or other appropriate setting.

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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 is an optional Unit in the framework of the HNC Additional Support Needs: Supporting the Individual and HND Additional Support Needs: Managing and Supporting the Service.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website <http://www.sqa.org.uk/sqa/46233.2769.html>.

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

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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. 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

Examine legislation and policy relating to lifelong learning and ASN.

Knowledge and/or Skills

- ◆ Key influences on development of legislation and policy.
- ◆ The range of legislation relevant to lifelong learning.
- ◆ Current policy initiatives and their impact on lifelong learning.

Outcome 2

Investigate local lifelong learning opportunities for a specified group.

Knowledge and/or Skills

- ◆ Key groups in the lifelong learning strategy.
- ◆ Key stakeholders in the provision of lifelong learning.
- ◆ Range of lifelong learning provision.
- ◆ Impact of policy initiatives for a specified group.

Outcome 3

Analyse the opportunities for lifelong learning in relation to an individual with ASN.

Knowledge and/or Skills

- ◆ Influences on the learning process for an individual.
- ◆ Factors determining participation in learning for an individual.
- ◆ Support requirements for an individual to participate in learning.
- ◆ Appropriate learning opportunities for an individual.

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

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

Outcome 1

- ◆ outline policy relating to lifelong learning.
- ◆ explain two pieces of legislation relating to lifelong learning for individuals with ASN.
- ◆ explain the impact of one policy initiative on lifelong learning for individuals with ASN.

Outcome 2

- ◆ identify one key group with additional support needs in relation to lifelong learning.
- ◆ identify key stakeholders in the provision of lifelong learning opportunities for that group.
- ◆ describe the range of provision for that group in one local area.
- ◆ analyse the impact of policy initiatives in one local area for the specified group.

Outcome 3

- ◆ describe influences on the learning process for an individual.
- ◆ explain factors determining participation in learning for an individual.
- ◆ identify support requirements for an individual.
- ◆ analyse an appropriate learning opportunity.



Higher National Unit Support Notes

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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 designed to introduce learners to the principles and policies surrounding the Lifelong Learning agenda. It explores the legislation and policies that underpin the provision of lifelong learning, particularly in relation to opportunities for individuals with ASN. The Unit focuses on investigating local provision and relating it to the needs of individuals.

This Unit is designed to be delivered as part of the Group Award, HNC in Additional Support Needs: Supporting the Individual. It can also be taken as a stand-alone Unit, perhaps for the purposes of continuous professional development. The Unit provides learners with the opportunity to take classroom theory to the workplace and to apply this within a real situation based on either work based practice or placement experience.

Guidance on approaches to delivery of this Unit

The delivery mechanisms adopted by centres should be flexible enough to allow comprehensive access and participation, including distance and e- learning.

Group and/or individual presentations provide opportunities for learners to demonstrate their learning and increase their self-awareness.

Some self-directed learning and research are also encouraged.

Outcome 1 — This Outcome is designed to provide learners with an understanding of current legislation and policy relating to lifelong learning and Additional Support Needs. The Scottish Government's vision and goals for lifelong learning in Scotland is set out in *Life Through Learning; Learning Through Life* (published February 2003). The strategy sets out a vision for lifelong learning in Scotland to achieve 'the best possible match between the learning opportunities open to people and the skills, knowledge, attitudes and behaviours which will strengthen Scotland's economy and society'. There are five people-centred goals to realise the vision:

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A Scotland where...

- ◆ people have the confidence, enterprise, knowledge, creativity and skills they need to participate in economic, social and civic life.
- ◆ people demand and providers deliver a high quality learning experience.
- ◆ people's knowledge and skills are recognised, used and developed to best effect in their workplace.

- ◆ people are given the information, guidance and support they need to make effective learning decisions and transitions.
- ◆ people have the chance to learn, irrespective of their background or current personal circumstances.

The Standards in Scotland's Schools Act 2000 states that the education of all children should be provided in mainstream schools, unless certain, specified, exceptions apply. This applies to all children starting or attending school, nursery schools and classes.

The Education (Additional Support for Learning) (Scotland) Act 2004, states that a child or young person has additional support needs:

- ◆ when they are unable to benefit from school education without the provision of additional support.
- ◆ if the child or young person is looked after by a local authority.

Education (Additional Support for Learning) (Scotland) Act 2009, imposed certain duties on Scotland's education authorities to:

- ◆ identify and assess children and young people with additional support needs.
- ◆ provide for the additional support required for each child or young person with additional support needs for whose education they are responsible, subject to certain exceptions.
- ◆ review the additional support needs identified and the adequacy of support provided to meet the needs of each child or young person.
- ◆ prepare a co-ordinated support plan for those children or young people who meet certain criteria and keep this plan under regular review.

Education authorities have to publish information about specified matters relating to additional support needs, including their policies in relation to provision for such needs.

The Education (Disability Strategies and Pupils' Educational Records) Act 2002 requires that an education authority has an accessibility strategy. The strategy covers a three-year period and sets out how the authority will improve:

- ◆ access to the curriculum for pupils with disabilities.
- ◆ physical access for pupils with disabilities.
- ◆ information normally provided in writing for pupils with disabilities.

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The Children and Young People (Scotland) Act 2014 made provision for Scottish ministers to promote public awareness and understanding of children's rights. It includes legislation on the role of named person to co-ordinate services in support of a child and also conditions about provision of a child's plan. The legislation enacts elements of the *Getting it Right For Every Child (GIRFEC)* practice model. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

Supporting Children's Learning Code of Practice 2010 explains the duties on education authorities and other agencies to support children and young people's learning. Chapters include meeting additional support needs, co-ordinated support plans, transitions and resolving disagreements.

Outcome 2 — Within this Outcome, learners will be asked to investigate lifelong learning opportunities for a specified group. Key groups identified in the Lifelong Learning Strategy include:

- ◆ people with particular educational support needs, including those resulting from disabilities.
- ◆ 15-19 year olds not in employment, education or training.
- ◆ young people whose continued formal education might be limited by family budget constraints.
- ◆ refugees and asylum seekers.

A range of factors may contribute to the need for additional support for learning including:

- ◆ learning environment.
- ◆ family circumstances.
- ◆ disability or health need.
- ◆ social factors.
- ◆ emotional factors.

A refugee's lifelong learning needs are the same as other citizens, however the following factors may affect motivation and levels of participation:

- ◆ learning may not be a priority as they await the Outcome of an asylum claim.
- ◆ English not a first language.
- ◆ domestic caring responsibilities.
- ◆ lack of finance.
- ◆ uncertain levels of literacy irrespective of language.
- ◆ previous education may have been interrupted.
- ◆ cultural barriers.

The Scottish Government is keen to ensure that learning is open to everyone at any age. Community Learning and Development empowers people to make positive changes in their lives and their communities, through learning.

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The principles that underpin CLD practice are:

- ◆ empowerment — increasing the ability of individuals and groups to influence matters affecting them and their communities.
- ◆ participation — supporting people to take part in decision-making.
- ◆ inclusion, equality of opportunity and anti-discrimination — recognising some people need additional support to overcome the barriers they face.
- ◆ self-determination — supporting the right of people to make their own choices.
- ◆ partnership — ensuring resources, varied skills and capabilities are used effectively.

Sources of information could include:

- ◆ Community Learning and Development Plans for each local authority area.
- ◆ Local authorities.
- ◆ FE Colleges.

Other Relevant Legislation could include:

- ◆ European Memorandum on Lifelong Learning
- ◆ Regulation of Care (Scotland) Act 2001
- ◆ Further and Higher Education (Scotland) Act 2005
- ◆ Special Educational Needs and Disability Act 2001
- ◆ Equality Act 2010
- ◆ Protection of Children (Scotland) Act 2003.

Relevant reports could include:

- ◆ The Lifelong Learning Strategy for Scotland: Life Through Learning; Learning Through Life Feb 2003 plus strategy update 2005.
- ◆ A Curriculum for Excellence 2004.
- ◆ Skills for Scotland: A Lifelong Skills Strategy 2007.
- ◆ A Working Life for All Disabled People: The Supported Employment Framework for Scotland 2010.
- ◆ Opportunities for All - Supporting all young people to participate in post-16 learning, training or work 2012.
- ◆ Post 16 Transitions Supporting all young people to participate in post-16 learning, training or work 2012.
- ◆ The Beattie Report (Implementing Inclusiveness, Realising Potential 1999).
- ◆ More Choices More Chances: An action plan to reduce the proportion of young people not in education employment or training in Scotland. (Scottish Executive 2006).
- ◆ Refugees and Asylum Seekers in Scotland: A Skills and Aspirations Audit 2004.
- ◆ Strategic Guidance for Community Planning Partnerships: Community Learning and Development 2012.

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Outcome 3 — In this Outcome, learners should explore the opportunities for lifelong learning in relation to an individual with ASN. The Lifelong Learning strategy for Scotland identifies four key sets of factors which determine people's participation in learning:

- ◆ individual disposition and attitudes towards learning social environment.
- ◆ economic and financial context.
- ◆ institutional factors.

The various aspirations and motivations of future learners vary according to their personal situations and may change over time. The decision to undertake some form of learning after school or to interrupt a period of employment is variously dependent on personal, social and economic circumstances.

A person's perception of their learning experience can be negative for a wide variety of reasons. This can have major implications for personal confidence and the likelihood of their responding to promotion and marketing and creation of new learning opportunities. For these people, often from disadvantaged backgrounds, a process of proactive engagement and confidence building and support is required before participation in a formal learning context is a realistic possibility.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types 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.

Assessment for Outcome 1 could take the form of a project focussing on researching legislation and policy initiatives on lifelong learning and relating this to individuals with ASN. The assignment may be undertaken as an open-book exercise.

Assessment for Outcome 2 could take the form of a presentation. An individual or group can give the presentation. This presentation should be supported by a portfolio of evidence. In the case of a group presentation the tutor must authenticate each individual learner's contribution using an observation checklist.

Assessment for Outcome 3 could take the form of a case study of an individual generated from the learner's work setting. For direct entry learners centres may wish to use some pre produced scenario materials. The confidentiality of the individual with ASN must be respected at all times.

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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.

Opportunities for developing Core and other essential skills

Communication: Written communication will be developed through learners producing assignments in a variety of formats: oral communication will be developed through discussion, debate and evidence of engagement with other learners, professionals and key people.

Working with Others: Will be developed as learners will be required to work collaboratively with colleagues from their own and other service areas in the preparation and research for their assignments.

Information and Communication Technology (ICT): Learners will develop their ICT skills through research and the presentation of assignments.

Problem Solving will be developed as the learner will be exploring options and opportunities for an individual with additional support needs.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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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 introduce you to the principles and policies surrounding the Lifelong Learning agenda. It will allow you to explore the legislation and policy which underpin the provision of lifelong learning, particularly in relation to opportunities for individuals with ASN. The Unit will allow you to investigate local provision and relate it to the needs of individuals.

There are three Learning Outcomes:

1. Examine legislation and policy relating to lifelong learning and ASN
2. Investigate local lifelong learning opportunities for a specified group
3. Analyse the opportunities for lifelong learning in relation to an individual with ASN

Assessments will vary but may include an assignment, presentation and a report based on a case study.

This is an optional Unit in the framework for the HNC Additional Support Needs: Supporting the Individual and HND Additional Support Needs: Managing and Supporting the Service It is also a free-standing Unit which can be used for purposes of continuing professional development (CPD).

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)*.