



Higher National Unit specification

General information

Unit title: Additional Support Needs: Collaborating with Other Agencies (SCQF level 8)

Unit code: HD86 35

Superclass: PR

Publication date: April 2016

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed for those who require to identify and use appropriate agencies to effectively support individuals with diverse additional support needs (ASN). Learners will develop the knowledge and skills required to identify and work collaboratively with other agencies or service providers in order to support the personal, social and vocational development of individuals with ASN.

Outcomes

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

1. Describe support services for individuals with ASN
2. Investigate services which can be provided by other agencies or organisations to meet the needs of individuals with ASN
3. Collaborate with other agencies to meet the specific needs of an individual with ASN.
4. Evaluate the effectiveness of support provided through collaboration.

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Recommended entry to the Unit

Entry is at the discretion of the centre. Learners should have good communication and interpersonal skills. It would be beneficial if learners have completed the Units ASN: *Programme Planning* and/or ASN: *Theoretical Approaches to Learning*.

Higher National Unit Specification: General information (cont)

Unit title: Additional Support Needs: Collaborating with Other Agencies (SCQF level 8)

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 a mandatory Unit in the framework of the 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

Unit title: Additional Support Needs: Collaborating with Other Agencies (SCQF level 8)

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

Describe support services for individuals with ASN.

Knowledge and/or Skills

- ◆ Range of support services available for individuals with diverse additional support needs.
- ◆ Roles of staff within the support services.
- ◆ Roles of agencies in relation to the provision of services for ASN.
- ◆ Responsibilities and obligations of agencies in relation to current legislation.

Outcome 2

Investigate services which can be provided by other agencies or organisations to meet the needs of an individual with ASN.

Knowledge and/or Skills

- ◆ Reasons for use of personal, social and vocational services.
- ◆ Most prevalent problems users of services may face.
- ◆ Strategies for actions to tackle problems.
- ◆ Multi-agency approach.
- ◆ Roles of professionals within multi-disciplinary teams.

Higher National Unit specification: Statement of standards (cont)

Unit title: Additional Support Needs: Collaborating with Other Agencies (SCQF level 8)

Outcome 3

Collaborate with other agencies to meet the specific needs of an individual with ASN

Knowledge and/or Skills

- ◆ Referral procedures.
- ◆ Action planning.
- ◆ Interviewing techniques for supporting individual through referral process.
- ◆ Communication and interpersonal skills.
- ◆ Limits of own responsibility and when to consult others.
- ◆ Recording procedures within own organisation and those of receiving agencies.
- ◆ Legal, professional and organisational requirements and guidelines.

Outcome 4

Evaluate the effectiveness of the support provided through collaboration

Knowledge and/or Skills

- ◆ SSSC Code of Conduct for employees.
- ◆ National Care Standards.
- ◆ Skills to provide support.
- ◆ Impact of the service collaboration on the individual with ASN.
- ◆ Evaluation techniques and reflective practice.

Higher National Unit specification: Statement of standards (cont)

Unit title: Additional Support Needs: Collaborating with Other Agencies (SCQF level 8)

Evidence Requirements for this Unit

Centres are encouraged to adopt a holistic approach to the assessment of this Unit where it forms part of a Group Award.

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

Outcome 1

- ◆ identify the range of needs an individual with ASN may have.
- ◆ describe three types of support services, one statutory and two non-statutory) that can support individuals with ASN.
- ◆ explain the role of one specialist professional agency in meeting the needs of an individual with ASN.
- ◆ explain the responsibilities and legal obligations of agencies to provide services for individuals with ASN.

Outcome 2 and 3

- ◆ identify the specific needs of an individual with ASN.
- ◆ explain which service/s are required to meet these needs.
- ◆ identify the resource implications.
- ◆ describe the referral process.
- ◆ outline the referral criteria for one agency.
- ◆ use appropriate strategies to seek solutions and resolve problems.
- ◆ identify the roles and responsibilities of all involved.
- ◆ comply with all relevant legal, professional and organisational requirements and guidelines.
- ◆ record agreements reached appropriately.

Outcome 4

- ◆ evaluate the effectiveness of the support provided to the individual in relation to:
 - National Care Standards and SSSC Code of Conduct.
 - the impact of the service collaboration on the individual with ASN.
- ◆ reflect on own practice, identifying areas of strength in skills and knowledge and areas requiring further improvement.



Higher National Unit Support Notes

Unit title: Additional Support Needs: Collaborating with Other Agencies (SCQF level 8)

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 80 hours.

Guidance on the content and context for this Unit

This Unit provides learners with the knowledge and skills required to identify appropriate agencies required to meet the needs of individuals with diverse additional support needs (ASN) and initiate referral processes to ensure these needs are met.

The learner should work under supervision and advice from the trained staff within the placement/work situation. It is important that the learner is aware of the boundaries of his/her role. An important aspect of this Unit is that learners should be encouraged to assess their own abilities and responsibilities and should be confident in seeking help when the scope of support is outside their own responsibilities.

Guidance on approaches to delivery of this Unit

This Unit is designed to be delivered as part of the Group Award, HND in Additional Support Needs: Managing and Supporting the Service, it can also be taken as a standalone Unit, perhaps as continuous professional development. The Unit should offer learners the opportunity to take classroom theory to the workplace and to apply this within a real situation

It is envisaged that this Unit will be taught in the order of the Outcomes which will lend themselves to some integrative teaching. Self-directed learning and research are also encouraged in order that learners develop transferable skills.

In order to achieve this Unit, learners are required to present sufficient evidence that they have met all the Knowledge and Skills requirements for each Outcome.

A number of approaches could be taken for the delivery of this Unit: videos and guest speakers could be used. Learners should be encouraged to share their own experiences from work or placement practice as this will promote understanding of the role. Case studies and scenarios can be used and should be relevant to the learners working environment. Newspaper articles and articles from journals could also be used to inform learners about current developments and initiatives. Where learners are already working in practice they should be encouraged to consider real work situations as this will promote reflective practice.

Delivery should cover the importance of good communication and interpersonal skills, particularly in the context of providing advice and support to the individual with ASN, through the referral process, and when working collaboratively with specialists from other services.

Higher National Unit Support Notes (cont)

Unit title: Additional Support Needs: Collaborating with Other Agencies (SCQF level 8)

Outcome 1

Learners should be encouraged to research the range of agencies available to support individuals with diverse additional support needs. The range of agencies will include statutory, non-statutory and third sector and should be considered in relation to promoting people's independence and meeting their additional support needs.

This should include:

- ◆ agencies and organisations in the public, private and third sector.
- ◆ roles and responsibilities of such agencies and organisations — these should be explored, including any obligations imposed by legislation.
- ◆ multi-agency approach — the advantages of multi-agency working should be explored in a general sense in this Outcome and this could help inform subsequent Outcomes.

Learners should be made aware of the different support services which may be required for individuals with additional support needs:

- ◆ financial advice (including social security/benefits).
- ◆ health care services.
- ◆ day care services.
- ◆ respite care.
- ◆ supported living accommodation services.
- ◆ vocational education.
- ◆ equipment, aids and adaptations.
- ◆ careers advisory services including supported employment.

Different care services offer different types of support, but they all need to meet the National Care Standards, set by the Scottish Government. Social service practitioners must also work to a set of professional standards known as the SSSC Code of Conduct when providing a service.

Relevant legislation could include:

- ◆ The Education (Additional Support for Learning) (Scotland) Act 2004.
- ◆ The Education (Additional Support for Learning) (Scotland) Act 2009.
- ◆ The Education (Scotland) Bill 2015.
- ◆ Children and Young People (Scotland) Act 2014.
- ◆ Children (Scotland) Act 1995.
- ◆ The Adult Support and Protection (Scotland) Act 2007.
- ◆ Adults with Incapacity (Scotland) Act 2000.
- ◆ Carers (Scotland) Act 2016.
- ◆ The Human Rights Act 1998.
- ◆ Equality Act 2010.
- ◆ Data Protection Act 1998.
- ◆ Community Care and Health (Scotland) Act 2002.

Higher National Unit Support Notes (cont)

Unit title: Additional Support Needs: Collaborating with Other Agencies (SCQF level 8)

Policy initiatives could include:

- ◆ The keys to life — Improving Quality of Life for People with Learning Disabilities (2013). The new learning disability strategy in Scotland, following on from, and building on the principles and successes of *The same as you?*, the original review of service for people with a learning disability, published in 2000. The keys to life 10-year strategy is focussed on improving health Outcomes for people with learning disabilities.
- ◆ *Health for All Children (2005)* provides a framework for connecting the range of different policies and spheres of activity that support children and young people's health and development in the early years and beyond
- ◆ *Getting It Right For Every Child (2015)* provides a common co-ordinated approach across all agencies that supports the delivery of appropriate, proportionate and timely help to all children and young people as they need it.
- ◆ *Supporting Children's Learning — Code of Practice (2009)* explains the duties on education authorities and other agencies to support children's and young people's learning.
- ◆ *Changing Lives report, the 21st Century Social Work Review* (Scottish Executive (2006) set a new direction for social work services in Scotland involving a multi-agency approach, across the public, independent and third sector
- ◆ *Guidance on partnership working between allied health professions and education (2010)* The guidance is written in accordance with the *Getting it right for every child* approach and the requirements of the additional support for learning legislation

Outcome 2 and 3

In Outcomes 2 and 3, learners should have the opportunity to apply his/her knowledge in a situation where he/she is working in a support role with one individual with additional support needs. Learners should identify and collaborate with appropriate agencies and services to meet a specific need. The wider aspects of support should be covered, eg principles of good practice, supplementary support, personal reports, befrienders, mentors and advocacy. The multi-agency approach should be explored where appropriate.

Delivery should cover the reasons for the use of specific services, the various purposes, eg social, personal, vocational, and educational, of the services as well as the most prevalent problems individuals with ASN may face

Action planning methods and recording processes should be covered and any in-house/inter-agency policies and procedures discussed. In addition, guidance and support strategies should be explored. Any potential on-going need for support should be identified and correct onward referral procedures established.

Higher National Unit Support Notes (cont)

Unit title: Additional Support Needs: Collaborating with Other Agencies (SCQF level 8)

Learners should be made aware and understand the limits of their own responsibility and when it would be appropriate to consult others and/or make plans to refer on. Any limits of his/her agency's ability to provide the required service should also be covered. This could be due to a variety of factors, eg organisational constraints, including human resources and budgetary/funding issues; the required service being outwith the scope of the organisation; statutory restrictions, national/local agency requirements; lack of staff expertise, etc. The importance of the maintenance of confidentiality should be emphasised as should the importance of accurate record keeping.

Outcome 4

This Outcome focuses on evaluating the impact on the individual of the specific support provided through the collaboration with other agencies and the effectiveness of the provision in meeting identified needs. An important aspect of this Outcome is the development of evaluation skills and reflective practice. Learners should evaluate the support they provide in relation to the principles underpinning the National Care Standards relevant to their work setting and the SSSC Code of Conduct for employees.

The principles underpinning the National Care Standards are:

- ◆ Dignity
- ◆ Privacy
- ◆ Choice
- ◆ Safety
- ◆ Realising Potential
- ◆ Equality and Diversity

A range of evaluation techniques and tools, including reflection on own and others' contribution and if appropriate feedback from the user of service could be included.

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.

Outcome 1

Assessment for this Outcome could be through a range of short answer questions.

Outcomes 2 and 3, may be assessed by a case study which can be based on an individual from their work practice. The case study should be designed to integrate all Evidence Requirements from Outcomes 2 and 3. The case study should be anonymised to ensure client confidentiality.

Higher National Unit Support Notes (cont)

Unit title: Additional Support Needs: Collaborating with Other Agencies (SCQF level 8)

Outcome 4 can be assessed by an evaluation and a reflective account. The evaluation should consider the support provided to the individual in comparison to National Care Standards and the SSSC Code of Conduct and the impact of the service collaboration on the individual with ASN.

The reflective account will cover identification of own contribution to meeting the service users' needs, areas of strength in skills and knowledge and areas requiring further improvement for future practice.

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 to develop aspects of the Core Skills of *Communication* at SCQF level 6, *Information and Communication Technology* at SCQF level 6, *Working with Others* at SCQF level 6 and *Problem Solving* at SCQF level 6 throughout this Unit.

History of changes to Unit

Version	Description of change	Date

© Scottish Qualifications Authority 2016

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 learners

Unit title: Additional Support Needs: Collaborating with Other Agencies (SCQF level 8)

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 forms part of the HND Additional Support Needs: Managing and Supporting the Services. It may also be used as a free-standing Unit for purposes of continuing professional development (CPD).

It is designed for people working in support of individuals with ASN. You will identify appropriate services for individuals with ASN and work collaboratively with them to meet the individual's needs. You will develop the knowledge and skills required to identify the range of appropriate agencies in the public, independent and third sectors and to develop and maintain links with such agencies in order to assist in the personal, social and vocational development of individuals with ASN.

You will complete four Outcomes to achieve the Unit.

1. Describe support services for individuals with ASN.
2. Investigate services which can be provided by external agencies or organisations to meet the needs of individuals with ASN.
3. Collaborate with other agencies to meet the specific needs of an individual with ASN.
4. Evaluate the effectiveness of support provided through collaboration.

Assessment is varied and will likely be a mix of short answer questions, development of a case study based on actual work practice, an evaluation and a reflective account. Assessment of Outcomes 2 and 3 will be integrated to minimise the assessment burden.

You will have the opportunity to develop your Core Skills in Communication, Information and Communication Technology, Working with Others and Problem Solving throughout the Unit. Transferable skills in researching, planning, evaluating and reflective practice will also be developed.