

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 7140045 **-Session-** 1995-96
-Superclass- GA
-Title- PRACTICE EXPERIENCE IN A SPECIAL EDUCATION SETTING

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Acquiring and demonstrating competencies associated with the role of Teacher Assistant.

OUTCOMES

1. establish and develop professional relationships with pupils with Special Educational Needs in a school setting;
2. maintain effective working relationships with teachers and others who have a responsibility within Special Education;
3. implement a negotiated piece of work with a pupil (or pupils) in a Special Education setting;
4. contribute to the maintenance of an environment for effective education.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: Access is at the discretion of the centre, however, Completion of NC Module 7140035 Assisting with Special Educational Needs: Role of the Teacher Assistant would be beneficial, as would experience of working in a special educational setting.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order (£5.00)).

NATIONAL CERTIFICATE MODULE; UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7140045**UNIT TITLE:** PRACTICE EXPERIENCE IN A SPECIAL EDUCATION SETTING

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

OUTCOME

1. ESTABLISH AND DEVELOP RELATIONSHIPS WITH PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN A SCHOOL SETTING

PERFORMANCE CRITERIA

- (a) The interaction with the pupil(s) is consistent with their educational needs.
- (b) The interaction with the pupil(s) takes account of the cultural imperatives of the pupil's background.
- (c) The support for the pupil is consistent with his/her membership of a peer group.
- (d) The maintenance of confidentiality with respect to the pupil is consistent with school policy and statutory requirements and with the role of Teacher Assistant.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Performance evidence to meet the performance criteria across the range.

Evidence of actual performance to show candidate can establish and develop relationships with pupils.

OUTCOME

2. MAINTAIN EFFECTIVE WORKING RELATIONSHIPS WITH TEACHERS AND OTHERS WHO HAVE A RESPONSIBILITY WITHIN SPECIAL EDUCATION

PERFORMANCE CRITERIA

- (a) The participation with teachers and others involved in Special Education is appropriate in terms of the role of the Teacher Assistant.
- (b) The response to a request/instruction to undertake duties/tasks from members of the teaching staff is promptly and willingly actioned in accordance with agreed priorities.
- (c) The intervention in situations where a member of the school staff is experiencing difficulty is appropriate in terms of the role of the Teacher Assistant.
- (d) The appraisal of situations where further assistance from others is required is valid and such assistance is promptly sought.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Evidence of actual performance to show candidate can maintain effective working relationships with teachers and others.

OUTCOME

3. IMPLEMENT A NEGOTIATED PIECE OF WORK WITH A PUPIL IN A SPECIAL EDUCATION SETTING

PERFORMANCE CRITERIA

- (a) The consultation with teaching staff with regard to the planned activity is appropriate in terms of clarity of communication and sufficiency of consultation.
- (b) The plan of activities is consistent with assessment of the pupil's abilities and needs and the recommendation of teaching staff.
- (c) The interaction with the pupil throughout the activity is positive and appropriate in terms of his/her educational needs.
- (d) The evaluation of the agreed activities is valid in terms of the pupil's development.
- (e) Recording of the activities completed is accurate, appropriately recorded and complete.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Evidence of actual performance to show that the candidate can meet the performance criteria in a special education setting.

OUTCOME

- 4. CONTRIBUTE TO THE MAINTENANCE OF AN ENVIRONMENT FOR EFFECTIVE EDUCATION

PERFORMANCE CRITERIA

- (a) The contribution to the maintenance of the health, safety and security of the school and the well being of the pupils is consistent with school policy and the role of the Teacher Assistant.
- (b) The performance in activities and tasks is consistent with school policy on health promotion and with the role of the Teacher Assistant.
- (c) Personal presentation and behaviour are consistent with general working norms and guidelines for the schools.
- (d) The response to disruptive/abusive behaviour is appropriate in terms of school's policy.
- (e) The response to emergency situations/alarm activation is prompt and correct in terms of the school's procedures and is in accordance with health and safety regulations.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Evidence of actual performance to show that the candidate can meet the performance criteria in a special education setting.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 7140045

UNIT TITLE: PRACTICE EXPERIENCE IN A SPECIAL EDUCATION SETTING

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE The module is designed specifically for candidates who are employed as Teacher Assistant in the contexts of Special Education or for those who wish to pursue such employment. However, candidates who are not employed as Teacher Assistants will need an appropriate work-placement in order to achieve this module.

The main focus of the module is on the compulsory sector of education but it may also be used in the context of Further or Higher Education.

The purpose of the module is to allow candidates to demonstrate competence in the role of Teacher Assistant.

This module draws on the knowledge-based provided in assisting with Special Education Needs: Role of the Teacher Assistant.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

CONTENT/CONTEXT

1. Candidates could demonstrate through their knowledge, qualities and interpersonal skills, that they are able to develop and maintain effective relationships with pupils with special educational needs. The relationship would be informed by:
 - (a) an awareness of the concept of special educational needs;
 - (b) an awareness of conditions which may lead to learning difficulties;
 - (c) an awareness of the personal qualities required in an effective Teacher Assistant, for instance warmth, empathy, genuine-ness, reliability, etc;
 - (d) an awareness of the elements of an effective relationship, for instance, mutual respect, shared participation and shared goals;

- (e) an awareness of pupils' cultural backgrounds;
 - (f) an awareness that pupil should feel himself/herself to be a full member of the class and the school;
 - (g) an awareness of school policy with regard to confidentiality.
2. Candidates could demonstrate that they are able to work as members of a staff team. They would show an awareness of the roles of other members of the team and participate willingly to achieve shared goals.
- Candidates could show initiative in situations where a member of the staff team is experiencing difficulties and act appropriately to support that member.
- Candidate could demonstrate that they are able to appraise situations where further assistance may be required and to request such assistance promptly.
3. The piece of work conducted by the candidate could be a task (or tasks) that is within his/her contractual obligations. Although candidates would be asked to submit a short report, this would satisfy the requirements of the module and need not necessarily be a routine administrative procedure in the school. The selection of the task(s) could be negotiated with teaching staff and should have their approval. It is not possible to be prescriptive about the nature of the task because of the diverse ways in which Teacher Assistants are used to support pupils' learning needs. In general, the piece of work should be one that is conducted over several days.

APPROACHES TO GENERATING EVIDENCE It would be expected that in their place of work or during a period of work-placement, candidates would be presented with opportunities to demonstrate competence across all the learning outcomes of this module. Assessment of competence could be conducted by a member of the teaching staff and would rely on naturalistic observation and/or other evidence gathering methods; for instance, asking questions of the candidate, eliciting information from other members of staff and scrutinising the products of an activity. In situations where the opportunity to meet certain performance criteria does not arise, the use of role-play may be permissible to generate evidence of competence.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Procedures for special needs statements are set out in SQA's guide 'Students' with Special Needs'.
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
5. For details of other SQA publications, please consult SQA's publications list.

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