



**Arrangements for:**  
**Professional Development Award in**  
**Inclusiveness: Facilitating Strategies to**  
**Support Learners with Additional**  
**Needs at SCQF level 9**

**Group Award Code: G8GC 49**

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## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.



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# 1 Introduction

This is the Arrangements Document for the *new Group Award, Professional Development Award in Inclusiveness: Facilitating Strategies to Support Learners with Additional Needs at SCQF level 9 which was validated in May 2007*. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

In Spring 2003 the Scottish Executive decided to carry out a review of the Occupational Standards, published in *The National Guidelines on occupational standards and provision leading to TQ (FE) and related professional development*<sup>1</sup>, which would take account of changes, both within the post-school-educational sector and in the wider policy environment, that have had a significant impact on the current and future skill needs of lecturers<sup>2</sup> in Scottish Colleges. The review was to ensure that lecturers are trained to the highest possible standards and involved widespread consultation with Colleges and other stakeholders.

Following analysis of the responses and consultation with the college sector and other key stakeholders, the Steering Group for the Review recommended that a working group should be set up to take forward the task of developing new standards for the continuing professional development (CPD) of lecturers in the area of diversity. Their work resulted in the development of three separate sets of standards on different aspects of diversity, 'Promoting Learning and Equality for People with Disabilities', 'Managing an Inclusive Learning Environment', and 'Promoting Good Relations between People of Different Racial and Ethnic Groups'. The standards were published by the Scottish Executive in the *Professional Standards for Lecturers in Scotland's Colleges* in June 2006. The publication is available on the Professional Development Forum (PDF) website<sup>3</sup>.

The content of this new Group Award is based specifically on two of the diversity standards, 'Promoting Learning and Equality for People with Disabilities' and 'Managing an Inclusive Learning Environment'.

The standards and indicative content included in the Units, which make up the Award, are included in Appendices 1 and 2.

## 2 Rationale for the development of the Group Award

By developing the skills and strengthening the confidence of staff to work inclusively in colleges throughout Scotland, the opportunities for learners with additional support needs can be greatly enhanced, wherever those learners live and learn. The rationale for the development of the award is therefore

- ◆ to improve the college capacity to offer accessible teaching and learning environments
- ◆ to provide appropriate support for learners through the effective use of assistive and enabling technologies

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<sup>1</sup> <http://www.fepdfscotland.co.uk/documents.htm> (accessed on 03.04.08)

<sup>2</sup> A member of teaching staff employed in one of Scotland's Colleges

<sup>3</sup> <http://www.fepdfscotland.co.uk/professionalstandards.htm> (accessed on 20.03.08)

- ◆ to achieve consistency and enhance the quality of college arrangements for including, supporting and enabling individual learners to participate fully in their learning experience
- ◆ to have staff trained to conduct assessments of need for learners so that appropriate resources and support can be put in place promptly; and
- ◆ to enable staff trained in the use of assistive and enabling technologies to have their expertise appropriately accredited

### 3 Aims of the Group Award

Two Professional Development Awards (PDAs) have been developed from the three Professional Standards for CPD covering the different aspects of diversity. They are a specialist one, *Inclusiveness: Facilitating Strategies to Support Learners with Additional Needs at SCQF level 9*, and a general one, *Inclusiveness: Promoting Equality and Diversity within The Learning Environment at SCQF level 9*, reflecting the need for teachers and managers in Scotland's colleges to have the knowledge and skills to deal with all aspects of equality and diversity ie race or ethnic origin, religion or belief, disability, age, sexual orientation and gender.

This specialist Award is designed to provide staff with the skills and knowledge so that they will be able to

- ◆ devise strategies to support the learner
- ◆ assist in the design, delivery and review of individual learning environments
- ◆ undertake effective assessments of learners' additional support needs; and
- ◆ write reports that meet the relevant standard in relation to the Disabled Students' Allowance (DSA), or its equivalent, that is required by, for example, the Students Award Agency in Scotland (SAAS)

#### 3.1 General aims of the Group Award

The general aims of the award are to develop candidates' skills and knowledge required to develop inclusive learning strategies through the effective use of enabling and assistive technologies and non-technological approaches. It will help their understanding of how technology contributes to the implementation of inclusiveness and how to assist learners with additional support needs to achieve their full potential.

Additionally, it will enable them to develop the skills and knowledge required to undertake effective assessments of learners' additional support needs, to devise strategies to support the learner and to assist in the design, delivery and review of individual learning environments.

#### 3.2 Specific aims of the Group Award

The specific aims of the qualification are to provide the skills, knowledge and understanding required by candidates

- 1 To develop inclusive learning strategies through the effective use of enabling and assistive technologies and non-technological approaches.

- 2 To understand how technology contributes to the implementation of inclusiveness and how to assist learners with additional support needs to achieve their full potential.
- 3 To critically understand current legislation, codes of practice and college policies, plans and procedures in promoting learning and equality for people with disabilities.
- 4 To promote equality and to take action to challenge prejudice and discrimination on the grounds of disability.
- 5 To undertake effective assessments of learners' additional support needs, in the context of disability.
- 6 To assist in the design, delivery and review of individual learning environments.

### **3.3 Target groups**

The target groups are staff who:

- ◆ possess a recognised teaching qualification, eg TQ (FE) or Professional Development Award for teaching in further education; or
- ◆ have a regular role in the support of learners in the college sector and are actively involved in assessing the additional support needs of learners, in the context of disability

### **3.4 Employment opportunities**

The award will provide an opportunity for continuing professional development for candidates who already possess a recognised teaching qualification or have a regular role in the support of learners in the college sector and are actively involved in assessing the additional support needs of learners, in the context of disability. In Scotland candidates who gain the award are accepted by the Students' Award Agency in Scotland (SAAS) as qualified needs assessors. This means that they can conduct assessments for learners applying for the Disabled Student's Allowance.

## **4 Access to Award**

Access to the award will be at the discretion of the centre. The normal recommended entry qualification will be a teaching qualification, eg TQ (FE) or Professional Development Award for teaching in further education, or evidence that candidates have a regular role in the support of learners and are actively involved in assessing the additional support needs of learners, in the context of disability.

## **5 Award structure**

The award comprises two Higher National Units, one with a SQA credit value of 1 credit and the other 2 credits, making a total of 3 SQA credits. The Units in the awards are mandatory and are at SCQF level 9. There are no optional Units.

## 5.1 Framework

Unit title	Code	SCQF credit points	SCQF level	SQA credit Value
Facilitate Inclusive Learning Strategies	F13M 36	8	9	1
Promoting Inclusiveness for Learners with Additional Support Needs	F13K 36	16	9	2

## 5.2 Mapping information

Aim	Unit/Outcome
1	Facilitate Inclusive Learning Strategies — Outcome 2/Outcome 3
2	Facilitate Inclusive Learning Strategies — Outcome 1/Outcome 2
3	Promoting Inclusiveness for Learners with Additional Support Needs — Outcome 1
4	Promoting Inclusiveness for Learners with Additional Support Needs — Outcome 2
5	Promoting Inclusiveness for Learners with Additional Support Needs — Outcome 3
6	Facilitate Inclusive Learning Strategies — Outcome 3 Promoting Inclusiveness for Learners with Additional Support Needs — Outcome 3

## 6 Approaches to delivery and assessment

It is anticipated that the award will be delivered through initial lecturer-mediated discussion and the provision of appropriate examples and case studies focusing on promoting learning strategies using a variety of different approaches and appropriate resources for learners with additional support needs. Candidates will learn how to evaluate a wide range of assistive aids through practical experience of using a range of input devices, output devices and software to enhance their understanding of how technology contributes to the implementation of inclusiveness in learning and teaching. Candidates with a disability or support need are encouraged to reflect on their own personal experiences when undertaking this PDA.

The mode of delivery will be flexible, with a focus on experiential learning and assessment in the workplace. Candidates should be encouraged to engage in experiential learning and take advantage of opportunities to produce and gather suitable evidence. This will enable them to achieve the Award in a variety of timescales and to undertake Units at different centres.

Candidates will usually have completed Unit F13M 36, *Facilitate Inclusive Learning Strategies*, before undertaking Unit F13K 36, *Promoting Inclusiveness for Learners with Additional Support Needs*.

The award could be delivered by distance learning provided opportunities to attend workshops could be incorporated, ensuring candidates are exposed to specific assistive technology, and the provision of appropriate mentoring on techniques for assessing learners' additional support needs and writing reports, which meet the relevant standard in relation to the Disabled Students' Allowance (DSA), or its equivalent, that is required by, for example, the Students Award Agency in Scotland (SAAS).

Assessment includes both written/oral evidence, in the form of reports, and performance evidence from the workplace. There are opportunities for professional discussion. Candidates will also be assessed by use of a case study, based on real practice, of a learner with additional support needs and by observation of assessing learners' additional support needs. The candidate must keep a reflective diary describing his/her performance. The additional support needs of individual candidates must be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units within the award.

Staff delivering, assessing and internally verifying the awards must hold a teaching qualification and have considerable recent experience of conducting and managing the needs assessment process and be authorised assessors for the Students' Award Agency in Scotland or other equivalent body.

## **7 General information for centres**

### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

### **Internal and external verification**

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment and Quality Assurance for Colleges of Further Education* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **8 General information for candidates**

The PDA in Inclusion: Facilitating Strategies to Support Learners with Additional Needs at SCQF level 9 has two mandatory Units, *Facilitate Inclusive Learning Strategies* and *Promoting Inclusion for Learners with Additional Support Needs*, both of which are at SCQF level 9.

The award covers the skills and knowledge needed to develop inclusive learning strategies through the effective use of enabling and assistive technologies and non-technological approaches. You will gain an understanding of how technology contributes to the implementation of inclusiveness and skills and knowledge of how to assist learners with additional support needs to achieve their full potential.

Skills and knowledge required to undertake effective assessments of learners' additional support needs, to devise strategies to support the learner and to assist in the design, delivery and review of individual learning environments will also be developed.

It provides an opportunity for continuing professional development and confidence building for candidates who already possess a recognised teaching qualification or have a regular role in the support of learners in the college sector and are actively involved in assessing the additional support needs of learners, in the context of disability.

You will develop the knowledge, skills and understanding to enable you to:

- ◆ promote equality in learning, teaching and assessment in relation to disabilities
- ◆ use the curriculum effectively to promote equality and positive attitudes to diversity and inclusiveness
- ◆ recognise the factors that facilitate and inhibit learning in the context of disability. and use learning, teaching and assessment methods effectively to facilitate learning
- ◆ plan and implement effective strategies to overcome barriers to learning
- ◆ promote positive attitudes to human diversity through accessible learning, teaching and assessment approaches
- ◆ manage the learning environment proactively in order to support diverse learning needs
- ◆ reflect on your practice and understand its impact on learning
- ◆ understand the relationship between current legislation and codes of practice and your individual role
- ◆ identify and analyse your attitudes, values, beliefs and behaviour and assess their impact on challenging prejudice and discrimination on the grounds of disability
- ◆ use assessment strategies effectively to anticipate needs in an educational context
- ◆ Evaluate the effectiveness of college policies, plans and procedures in promoting learning and equality for people with disabilities
- ◆ Analyse the impact of real and perceived barriers to learning
- ◆ Plan and implement effective strategies to overcome barriers to learning

Assessment includes both written/oral evidence, in the form of reports, and performance evidence from the workplace. There are opportunities for professional discussion. You will also be assessed by use of a case study, based on real practice, of a learner with additional support needs, by observation of assessing learners' additional support needs and recording activity in a diary/log book.

## 9 Glossary of terms

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

**SCQF levels:** The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

**Subject Unit:** Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Graded Unit:** Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

**Dedicated Core Skill Unit:** This is a Unit that is written to cover one or more particular Core Skills, eg HN Units in Information Technology or Communications.

**Embedded Core Skills:** This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

**Signposted Core Skills:** This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/D from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

**Consortium-devised HNCs and HNDs** are those developments or revisions undertaken by a group of centres in partnership with SQA.

**Specialist single centre and specialist collaborative devised HNCs and HNDs** are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

## 10 Appendices

Appendix 1: Professional Standards for CPD – Learning and Equality for People with Disabilities

Appendix 2: Professional Standards for CPD – Managing an Inclusive Learning Environment

# Appendix 1: Professional Standards for CPD — Learning and Equality for People with Disabilities

## Context and rationale

The education sector has a key role in eradicating discrimination on the grounds of disability, promoting equality of opportunity and facilitating inclusive learning. Colleges have policies and procedures that respond to legislation and their local contexts. Lecturers work with learners who have a diverse range of aspirations, strengths and needs and assist them to achieve their full potential.

All lecturers have a responsibility to take action to challenge prejudice and discrimination and promote inclusion and diversity.

## Standards

The lecturer should be able to:

## Notation used

FILS indicates Facilitate Inclusive Learning Strategies, PILASN indicates Promoting Inclusiveness for Learners with Additional Support Needs, O = Outcome

<b>Outcomes or included in Knowledge and/or Skills (k/s)</b>		
1	Demonstrate a critical understanding of the principal theories, concepts and terminology relating to disability and the implications of disability for learning.	FILS-O1
2	Explain current legislation and codes of practice as they relate to the role of the college lecturer.	PILASN-O1 evidence
3	Identify and analyse own attitudes, values, beliefs and behaviour and assess their impact on challenging prejudice and discrimination on the grounds of disability.	PILASN-O2
4	Promote equality in learning, teaching and assessment in relation to disabilities.	k/s in FILS-O3 PILASN-O2 PILASN-O3
5	Use strategies effectively to anticipate needs in an educational context.	k/s in FILS-O2 PILASN-O3
6	Recognise and challenge disability discrimination in an educational context and use the curriculum effectively to promote equality and positive attitudes to diversity and inclusiveness.	k/s in FILS-O3 PILASN-O3
7	Recognise the factors that facilitate and inhibit learning in the context of disability and use learning, teaching and assessment methods effectively to facilitate learning.	FILS-O3, FILS-O2 k/s
8	Support learners and staff effectively in challenging disability discrimination.	PILASN-O1 PILASN-O2
9	Evaluate the effectiveness of college policies, plans and procedures in eradicating disability discrimination and promoting learning and equality for people with disabilities.	PILASN-O1

## Indicative content

<b>Included in Knowledge and/or Skills + Context for delivery (guidance notes)</b>	
Models of disability: social, medical. Definitions: disabilities; (complex) additional support needs; direct, indirect, individual, multiple and institutional discrimination. Language: technical; pejorative terms. Disclosure; confidentiality; sensitivity; respect. Mainstreaming.	FILS-O1
European directives and national legislation. Statutory codes of practice: European and national. Good practice guidelines: educational institutions; specialist advisory bodies. Institutional policies and procedures.	PILASN-O1
Attitudes: stereotypes; generalisation; prejudice; assumptions; labelling; identities (own and others); self-image; expectations; openness; empathy. Behaviours: reflective practice; forms of discrimination; inclusive and exclusive language and practice; dependency; patronising behaviours; promotion of independence; empowerment; consultation; anticipatory practice; responsiveness; willingness to change. Impact: participation; engagement; performance; retention; satisfaction; achievement; progression; post-course destination.	PILASN-O2 evidenced in assignments
Promotion: publicity and representation of options; recruitment strategies; selection and induction processes; access and choice; information and guidance; learner support strategies and arrangements; assessment arrangements; assistive technologies, aids, accommodations and adaptations. Physical environment: classrooms; public spaces; toilets; catering outlets; timetabling; allocation of resources. Positive role models; mentors; positive and active imagery.	PILASN-O1
Strategies: Disclosure; needs assessment; learner participation; referral; staff roles and responsibilities; specialist services and resources, human, technological and financial, in-house and external; assessment instruments and arrangements. Records: learner needs; learner plans; transfer between institutions. Anticipating needs: predicting; local and national demography; transition arrangements. Reasonable adjustment.	FILS-O2 PILASN-O1
Data: performance indicators; observation; participant feedback; complaints; evaluation and review. Challenge: modelling; intervention; advocacy; mentoring; advice; negotiation; conciliation; consultation; mediation; facilitation; disciplinary procedures. Action plan; enhancements; corrective action. Consequences of failure to act; proactivity.	PILASN-O1 and O2
Factors: Writing: mechanics/dexterity; legibility; note-taking; alternatives. Mobility: aids; restrictions; posture; comfort; positioning. Reading: level; pace; expertise; confidence. Study skills: organisation of ideas; planning; ICT skills; pre-existing strategies. Memory and concentration: short-term/long-term; recall; recording/coding; attention span. Communication: attention; insight; speech fluency; diction; aids; sociability. Hearing: aids; degree of loss. Vision: aids; degree of loss. Pain management: medication; use of alternative therapies. Stamina.	FILS-O2 PILASN-O3
Alternative assessment arrangements; formats; inclusive curriculum and materials; representations.	FILS-O3 PILASN-O3

## Appendix 2: Professional Standards for CPD — Managing an Inclusive Learning Environment

### Context and rationale

Learner rights to equality of opportunity and access to learning are enshrined in key legislation. Scotland's colleges are committed to ensuring that everyone has a chance to learn regardless of their background or current personal circumstances. Colleges have embraced the widening access agenda and actively seek new learners from a wide range of social, economic and educational backgrounds. Lecturers need to anticipate any potential barriers that individual learners may encounter and promote equality of opportunity and positive attitudes to human diversity.

### Notation used

FILS indicates Facilitate Inclusive Learning Strategies, PILASN indicates Promoting Inclusiveness for Learners with Additional Support Needs, O = Outcome

(Italicised font indicates standards and indicative content **not** included in this Award)

<b>Outcomes or included in Knowledge and/or Skills (k/s)</b>		
1	Identify and analyse own attitudes, values and beliefs and assess their impact on the achievement of an inclusive learning environment.	PILASN-O2
2	Analyse the impact of real and perceived barriers to learning.	PILASN-O3
3	Plan and implement effective strategies to overcome barriers to learning, including the selection <i>and development</i> of appropriate learning materials and delivery and assessment methods.	FILS-O2 PILASN-O3
4	Promote positive attitudes to human diversity through accessible learning, teaching and assessment approaches.	FILS-O3 k/s PILASN-O3
5	Manage the learning environment proactively in order to support diverse learning needs.	FILS-O3 k/s & evidence
6	Reflect on own practice and understand its impact on learning.	FILS-O3 k/s PILASN-O2

**Indicative content** (Italicised font indicates items **not** included in this Award)

<b>Included in Knowledge and/or Skills + Context for delivery (guidance notes)</b>	
<i>Values, belief systems, world-views, attitudes, inclusiveness, diversity, accessibility.</i>	FILS-O1 PILASN-O2
<i>Discrimination: direct and indirect; physical and emotional, personal and institutional; bias, prejudice, stereotyping. Strategies for recognising, resisting and challenging.</i>	PILASN-O2
Current legislation, key agency codes of practice, codes of conduct and own organisation's policies and procedures, good-practice examples. Responsibilities: individual; organisation.	PILASN-O1
Access and barriers: environmental, social, financial, attitudinal, physical, psychological, practical <i>and cultural.</i>	PILASN-O3
The effects of language choice and linguistic differences: codes, jargon, register, BSL and spoken languages. Sensitivity in the use of language.	FILS – O2
The principles of universality of design: creating materials and experiences that will be accessible to the widest range of users. Appropriate and effective use of universal design concept, alternate formats, and assistive technologies.	FILS-O2 & O3
Learning needs arising from: personal circumstances, <i>age, gender, faith practices, social and linguistic differences, sectarianism, local geo-demographics, disability, ethnicity.</i>	FILS-O2
Approaches to promote inclusiveness, meet needs of all learners and encourage active learner engagement: openness, trust; self and mutual respect amongst diverse learners, equality of opportunity, different presentational methods, materials in a range of formats.	FILS-O3 PILASN-O3
Selection and preparation of learning materials: formats, language, diversity, accessibility, inclusiveness, promotion of positive attitudes to diversity.	FILS-O3 PILASN-O3
Support for the learner: personal, learner, learning, extended learning support, referral to and liaison with specialists. Boundaries of competence and responsibility.	FILS-O1 PILASN-O1 PILASN-O3
Assessment arrangements to meet diverse learning needs: fairness, equality of access, amended formats, language, validity, reliability.	FILS-O3 PILASN-O3
Methods for reflecting critically on the effectiveness of own practice in meeting diverse learning needs.	FILS-O3 PILASN-O2