



Higher National Unit specification

General information for centres

Unit title: Additional Support Needs: Lifelong Learning

Unit code: F1NX 34

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

On completion of the Unit the candidate should 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 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: There are no prescribed entry requirements for this Unit. However, it may be beneficial if candidates have some experience in working with individuals with ASN.

Core Skills: There are opportunities to develop the Core Skills of Communication and Problem Solving in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

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 HND Additional Support Needs: Managing and Supporting the Service.

Assessment: There are three assessments for this Unit: an assignment, an oral presentation and a case study. Specific advice on assessment of this Unit is given for each Outcome. Candidates must achieve all of the minimum evidence specified for each Outcome to achieve the Unit.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

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. Candidates 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 key 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

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify two key influences on policy relating to lifelong learning
- ◆ explain two pieces of legislation relating to lifelong learning
- ◆ explain the impact of one policy initiative on lifelong learning

Assessment Guidelines

Evidence should be generated through a written assignment covering the above of between 800–1,000 words. A maximum of 1,000 words is appropriate for this Outcome.

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 on one area

Higher National Unit specification: statement of standards (cont)

Unit title: Additional Support Needs: Lifelong Learning

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify one key group in the lifelong learning strategy
- ◆ identify key stakeholders in the provision of lifelong learning opportunities for that group
- ◆ describe the range of provision for that group in one area
- ◆ analyse the impact of policy initiatives in one local area for the specified group

Assessment Guidelines

Evidence should be generated through the submission of an oral presentation in class. An individual or group can give the oral presentation. This presentation should be supported by a portfolio of evidence. In the case of a group presentation the tutor must authenticate each individual candidate's contribution.

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

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ 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

Assessment Guidelines

Candidates should undertake a case study of an individual, ideally one with whom they are working. The case study will be anonymous to ensure confidentiality. It will show the involvement of the individual in accessing appropriate learning opportunities.

Administrative Information

Unit code: F1NX 34
Unit title: Additional Support Needs: Lifelong Learning
Superclass category: GA
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History of changes:

Version	Description of change	Date

Source: SQA

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Higher National Unit specification: support notes

Unit title: Additional Support Needs: Lifelong Learning

This part of the Unit specification is offered as guidance. The support notes 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

Outcome 1

The Beattie Committee was set up in 1999 to review the range of needs among young people who require additional support to make the transition to post school education and training or employment. The range of needs included young people with few or no qualifications, low basic skills, poor attitude and motivation; and others who needed support because they have physical disabilities, learning difficulties or mental health problems. The Beattie Committee was set up to examine the needs of young people who require additional support to make the transition to post-school education and training, or employment. These are the young people we now know as NEET. The Executive's vision and goals for lifelong learning in Scotland was 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:

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 strategy sets out a number of actions for the Executive and key stakeholders to implement to stimulate both the demand for, and the supply of, learning.

Relevant Legislation could include:

- ◆ European Memorandum on Lifelong Learning
- ◆ Standards in Scotland's Schools (2000) Act
- ◆ Regulation of Care (Scotland) Act 2001.
- ◆ Education (Additional Support for Learning) (Scotland) Act 2004
- ◆ Further and Higher Education (Scotland) Act 2005
- ◆ Special Educational Needs and Disability Act 2001
- ◆ Social Work (Scotland) Act 1968
- ◆ Disability Discrimination Act 1995
- ◆ Protection of Children (Scotland) Act 2003

Higher National Unit specification: support notes (cont)

Unit title: Additional Support Needs: Lifelong Learning

Relevant reports could include:

- ◆ *The Lifelong Learning Strategy for Scotland: Life Through Learning; Learning Through Life* Feb 2003 plus strategy update 2005
- ◆ *An Introduction to the Scottish Credit and Qualifications Framework* (SCQF, 2001)
- ◆ *Learning to improve: Quality Approaches to Lifelong Learning* (Scottish Funding Council)
- ◆ 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)
- ◆ *Supply and Demand of Further Education in Scotland* (Scottish Funding Council 2005)
- ◆ *Working and learning together to build stronger communities*
Scottish Executive Guidance for Community Learning and Development 2004

Outcome 2

The Scottish Executive is keen to ensure that learning is open to everyone at any age, and with a range of programmes aimed at supporting adult literacy and numeracy and special needs provision.

This would apply to a variety of Groups including:

- ◆ Older learners
- ◆ Adults with literacy and numeracy needs
- ◆ NEETs
- ◆ Individuals with Additional Support Needs
- ◆ Community groups
- ◆ Young people whose continued formal education might be limited by family budget constraints;
- ◆ Experienced adults whose skills have become out of date;
- ◆ Those who want to refresh their skills or change career;
- ◆ Those whose commitments to childcare or other caring responsibilities have prevented them from taking up learning opportunities; and
- ◆ People with particular educational support needs, including those resulting from disabilities.

Sources of information could include:

- ◆ *Lifelong Partners: Scotland's Schools and Colleges Building the Foundations of a Lifelong Learning Society* — A Guide for Schools, Colleges and Local Authorities
- ◆ Communities Scotland
- ◆ Local authorities
- ◆ FE Colleges

Higher National Unit specification: support notes (cont)

Unit title: Additional Support Needs: Lifelong Learning

Outcome 3

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 the delivery and assessment of this Unit

Outcome 1 is assessed by a written assignment (800–1,000) words focussing on legislation and policy initiatives on LLL and relating this to individuals with ASN. The assignment may be undertaken as an open-book exercise.

Outcome 2 is assessed by an oral presentation. This can be done as an individual or group exercise, based on the results of an investigation into local provision for a specified group of individuals with ASN. Where the group approach is taken, tutors/lecturers must ensure that the individual contribution of each candidate is authenticated. This could be achieved by having the Group prepare a written summary that clearly identifies each candidate's contribution to the presentation.

Outcome 3 is assessed by a written case study of an individual, ideally one with whom the candidate is working. Confidentiality is of prime importance and care should be taken to ensure the anonymity of the subject.

Opportunities for developing Core Skills

There is no automatic certification of Core Skills in this Unit. However, there may be opportunities to develop aspects of Core Skills components in Communication (written) and Problem Solving (analysis and investigation) in the assessments for all Outcomes.

Higher National Unit specification: support notes (cont)

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Open learning

This Unit may be suitable for delivery in a variety of modes which could include Open, Distance and Blended Learning.

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).

General information for candidates

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On completion of the Unit the candidate should be able to:

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There are three assessments for this Unit: an assignment, an oral presentation and a case study.

This is an optional Unit in the framework for the 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).