Higher National Unit specification

General information for centres

Unit title: Additional Support Needs: Principles of Practice

Unit code: F1VE 34

Unit purpose: This Unit is designed to develop knowledge and understanding of the sociology and philosophy of education and training for individuals with additional support needs (ASN) in different situations. Candidates will require to explore the aims, objectives and Outcomes of the provision for individuals with ASN and to evaluate a specific learning programme in relation to the specific aims and objectives and the needs of the learner. The Unit provides candidates with the underpinning knowledge required to work in a supportive and developmental role either as part of a team, or to assist trainers and lecturers in providing an education programme for individuals with ASN.

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

1   Explain the concepts, principles and philosophy relating to the education and vocational needs of individuals with ASN.
2   Outline current education and training provision and the related support services for individuals with ASN and describe the policies and legislation which underpin the provision.
3   Describe the aims, objectives and Outcomes of a range of training programmes for individuals with ASN.
4   Evaluate one programme in relation to theory and practice.

Credit points and level: 2 HN credits at SCQF level 7: (16 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. Entry will be at the discretion of the Centre. However, it would be beneficial if candidates were working in an environment/establishment with individuals with ASN, either as a volunteer or employee, or on a placement.

Core Skills: There may be opportunities to gather evidence towards Core Skills 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 Unit is a mandatory Unit in the HNC Additional Support Needs: Supporting the Individual.

General information for centres

Unit title: Additional Support Needs: Principles of Practice

Assessment: The Unit is assessed by three instruments of assessment — Outcome 1 is assessed by an extended response of 750–1,000 words. Outcome 2 is assessed by a report of 750–1,000 words. Outcomes 3 and 4 jointly assessed by an assignment (1,200–1,500 words) which examines a range of learning programmes and evaluates how well these will meet the learner's objectives.

Higher National Unit specification: statement of standards

Unit title: Additional Support Needs: Principles of Practice

Unit code: F1VE 34

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

Explain the concepts, principles and philosophy relating to the education and vocational needs of individuals with additional support needs

Knowledge and/or Skills

♦ Key theories relating to Additional Support Needs
♦ Historical perspective of Additional Support Needs
♦ Different aspects of learning in relation to different and settings
♦ Philosophies of education and vocational training relating to support for learning and working with individuals with ASN
♦ Skills required by staff in education and vocational training to work with individuals with ASN

Evidence Requirements

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

♦ outline key theories
♦ describe different aspects of learning in relation to different situations
♦ identify philosophies of education relating to support for learning for individuals with ASN
♦ identify skills required by staff supporting learners in education and vocational training

Assessment Guidelines

Outcome 1 is assessed by an extended response of between 750–1,000 words.

Higher National Unit specification: statement of standards (cont)

Unit title: Additional Support Needs: Principles of Practice

Outcome 2

Outline current education provision and the related support services for individuals with ASN and describe the policies and legislation which underpin the provision

Knowledge and/or Skills

♦ Contextual nature of education for individuals with ASN
♦ Range of support services available
♦ Role of the services which support individuals with ASN
♦ Statutory responsibilities and procedures relating to care and safety practices for individuals with ASN

Evidence Requirements

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

♦ identify different contexts of education for individuals with ASN
♦ describe the role of the services which support individuals with ASN
♦ outline statutory responsibilities and procedures relating to care and safety practices for individuals with ASN

Assessment Guidelines

Outcome 2 is assessed by a report of 750–1,000 words.

Outcome 3

Describe the aims, objectives and Outcomes of a range of training programmes for individuals with ASN

Knowledge and/or Skills

♦ Contextual nature of training programmes for individuals with ASN
♦ The range of training programmes for individuals with ASN
♦ Range and role(s) of available support services
♦ Examination of the aims and objectives for specific programmes
♦ Statutory responsibilities and procedures relating to care and safety practices for individuals with ASN

Higher National Unit specification: statement of standards (cont)

Unit title: Additional Support Needs: Principles of Practice

Evidence Requirements

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

♦ identify different contexts of training provision
♦ describe aims and objectives of a range of training programmes for individuals with ASN
♦ describe a range of available support services
♦ examine the aims and objectives for specific programmes
♦ outline statutory responsibilities

Assessment Guidelines

Outcome 3 is assessed jointly with Outcome 4 by an assignment.

Outcomes 3 and 4 are jointly assessed by an assignment. The candidate will require to evaluate one programme, linking the theory to the practice for the needs of the individual and should evaluate how well the objectives have been met. This could be as an actual programme or could be based on a case study. A range of different types of programmes for different learner needs should be examined. The report should outline aims/ objectives and the specifications of these programmes.

The assignment should consist of an investigative report with an evaluation report covering the Evidence Requirements for Outcome 4 — 1,250–1,500 words.

Outcome 4

Evaluate one programme in relation to theory and practice

Knowledge and/or Skills

♦ Description of the programme/case study used for evaluation
♦ Aims and objectives of the selected programme/case study
♦ Theories relating to the programme
♦ Observations
♦ Assessment of how theory is linked to practice

Evidence Requirements

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

♦ describe the programme/case study used for evaluation
♦ examine aims and objectives of the selected programme/case study.
♦ explain the theories explored in relation to the programme/case study
♦ record observations
♦ assess how theory is linked to practice

Higher National Unit specification: statement of standards (cont)

Unit title: Additional Support Needs: Principles of Practice

Assessment Guidelines

Outcomes 3 and 4 are jointly assessed by an assignment. The candidate will require to evaluate one programme, linking the theory to the practice for the needs of the individual and should evaluate how well the objectives have been met. This could be as an actual programme or could be based on a case study. A range of different types of programmes for different learner needs should be examined. The report should outline aims/objectives and the specifications of these programmes.

The assignment should consist of an investigative report with an evaluation report covering the Evidence Requirements for Outcome 4 — 1,250–1,500 words.

Administrative Information

Unit code: F1VE 34

Unit title: Additional Support Needs: Principles of Practice

Superclass category: GA

Original date of publication: May 2007

Version: 01

History of changes:

Version	Description of change	Date

Source: SQA

Higher National Unit specification: support notes

Unit title: Additional Support Needs: Principles of Practice

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 80 hours.

Guidance on the content and context for this Unit

This Unit is designed to help those whose job role is to assist other professionals and to do so from a point of understanding the theories which underpin the work with individuals with additional support needs. It should be made clear that the candidate has a supporting role.

Outcome 1

The theme of this Outcome is the underlying philosophy of education and training for individuals with ASN. For example — normalisation and self concept. Candidates should be encouraged to make relationships between these philosophies and the impact on the individual with Additional Support Needs.

Candidates should be encouraged to investigate the theories and philosophies most relevant to their own work situation/interests.

The following aspects should be covered:

Principles

♦ equality of opportunity
♦ independence
♦ anti-discrimination
♦ advocacy
♦ collaborative practice
♦ individual need
♦ lifelong learning and any other current issues

Different settings — in public, voluntary and private sector settings should be explored

♦   assessment centre
♦   further education
♦   higher education
♦   voluntary agencies
♦   adult resource centre
♦   special training agencies
♦   sheltered employment
♦   community education and any local provision

Higher National Unit specification: support notes (cont)

Unit title: Additional Support Needs: Principles of Practice

Philosophies

♦ normalisation and social role valorisation
♦ integration:
  — segregation
  — community care
  — inclusion.

Skills

♦ Effective communication
♦ interpersonal skills
♦ adaptability
♦ awareness sensitivity
♦ working with others

Outcome 2

This outcome focuses on the educational opportunities that may be available to support individuals with ASN. Candidates should be encouraged to explore the historical perspective in order to appreciate how education and training has evolved. They should investigate current curricular frameworks across the range of provision. For example 3–5, 5–14; post 16; adult services; inclusion; getting ready for work and other relevant programmes.

The following aspects should be covered:

Contextual nature/different learning situations

♦ further education
♦ adult resource centres
♦ special training
♦ community education
♦ higher education
♦ voluntary organisations
♦ agencies
♦ sheltered employment
♦ any local learning/training initiatives

Unit title: Additional Support Needs: Principles of Practice

Services — educational

♦ psychologist
♦ physiotherapist
♦ occupational therapy
♦ speech and language therapy
♦ voluntary agencies
♦ clinical/medical support
♦ psychiatric services
♦ social work
♦ sports trainers

Statutory Procedures and Responsibilities

♦ Health and Safety at Work Act 1974
♦ Control of Substances harmful to Health Act 1988
♦ Manual Handling Operations 1992
♦ DDA
♦ Additional Support Need Act 2005
♦ Statutory Procedures and Responsibilities

NB: the current updated versions should always be used.

Outcome 3

This Outcome involves an examination and assessment of a varied range of education and training programmes which should cover a range of client needs. The selected programmes should include material and situations that the candidate ay have to deal with eg gentle teaching, behaviour modification, error-less learning, situational learning.

Candidates should be encouraged to consider the effects of resources, staffing ratios, multi-disciplinary approaches and parent/carer involvement, and should examine how these factors are effective in meeting the needs of individuals with ASN.

Outcome 4

Candidates could look in detail at a selected programme. This could be an actual programme or could be based on a case study.

This programme should relate to a client/clients with whom the client is in regular contact within a learning and training environment. If this is not possible, a case study reflecting a situation/scenario which is relevant to the candidate could be used.

The linking of theory to practice will be influenced by the age range of the client/s and the setting.

Higher National Unit specification: support notes (cont)

Unit title: Additional Support Needs: Principles of Practice

Guidance on the delivery and assessment of this Unit

Outcome 1

While a broad overview is required for this Outcome, it would help candidates if the learning and teaching approach is contextualised to the working situation/environment/type of client of the candidate.

This Outcome is assessed by an extended response.

Outcome 2

Candidates should be encouraged to investigate broad aspects of education and training for people with learning disabilities/difficulties look at educational journals and articles to broaden their knowledge. Visits to a variety of centres, electronic media, and speakers, could help to develop the candidate's knowledge and understanding of existing provision.

This Outcome is assessed by a report of approx 750–1,000 words. The report should cover the contextual nature and role of services and should outline statutory responsibilities.

Outcome 3 and Outcome 4

Learning and teaching could be supported by visits to a variety of centres, guest speakers and electronic media. Candidates should be given opportunities to share experiences and to examine programmes which are of relevance to their particular situation at work or on placement.

Outcomes 3 and 4 are assessed jointly by an assignment (1,250–1,500 words) which should consist of:

1   A report on the various programmes studies.
2   An assessment on how well each programme matches the aims and objectives.
3   An in depth evaluation of one programme in terms of fitness for purpose.

Learning and teaching could be supported by visits to a variety of centres, guest speakers and electronic media. Candidates should be given opportunities to share experiences and to examine programmes which are of relevance to their particular situation at work or on placement.

A range of programmes to meet the needs of different learners should be examined and candidates should assess how well each programme matches the aims and objectives. The candidate will require to evaluate one programme, linking the theory to the practice for the needs of the individual and include an in depth evaluation of one programme in terms of fitness for purpose. This could be as an actual programme or could be based on a case study.

Higher National Unit specification: support notes (cont)

Unit title: Additional Support Needs: Principles of Practice

Opportunities for developing Core Skills

There is no automatic certification of core skills in this Unit. However, there are clear opportunities to develop aspects of core skills components in Communication (Written Communication — all Outcomes) and Problem Solving (Analysis — particularly Outcome 4).

Open learning

This Unit may be suitable for open/blended learning approaches.

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

Unit title: Additional Support Needs: Principles of Practice

This Unit forms part of the HNC Additional Support Needs: Supporting the Individual. 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. It focuses on the principles and philosophy underpinning working with individuals with diverse additional support needs (ASN). Candidates will develop knowledge of key principles and concepts relating to the education and training available to individuals with ASN.

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

1   Explain the concepts, principles and philosophy relating to the education and vocational needs of individuals with ASN.
2   Outline current education and training provision and the related support services for individuals with ASN and describe the policies and legislation which underpin the provision.
3   Describe the aims, objectives and outcomes of a range of training programmes for individuals with ASN.
4   Evaluate one programme in relation to theory and practice.

Assessment

This Unit is assessed by three Instruments of Assessment. Outcome 1 by extended response of 750–1,000 words; Outcome 2 by report of 750–1,000 words; Outcomes 3 and 4 are jointly assessed by an assignment (1,250–1,500 words).