



Higher National Unit specification

General information for centres

Unit title: Additional Support Needs: Learning Approaches in the Design and Implementation of Programmes

Unit code: F1VH 34

Unit purpose: This Unit develops the candidate's knowledge of learning approaches and his/her skills in the planning and implementation of a learning programme or learning session. Candidates will require to observe learning programmes and/or sessions and investigate learning approaches. They will require to plan and develop a programme or session within a programme. The Unit also involves a practical element where candidates will require to implement and evaluate a learning programme/session with support and guidance from a trained professional.

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

- 1 Analyse learning approaches in programme planning for individuals with ASN.
- 2 Plan a learning programme for an individual with ASN.
- 3 Implement a learning programme for an individual with ASN.
- 4 Evaluate the effectiveness of a learning programme for an individual with ASN.

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 is no prescribed entry requirement for this Unit.

Core Skills: There is no automatic certification of Core Skills or Core Skills components in this Unit. However there may be opportunities to develop aspects of the Core Skills of Communication, Working with Others and Problem Solving.

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.

Assessment: This Unit is assessed by two assessments. Outcome 1 is assessed by a report. Outcomes 2, 3 and 4 are assessed holistically by an assignment.

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

Analyse learning approaches in programme planning for individuals with ASN

Knowledge and/or Skills

- ◆ Programme planning for learning support situations
- ◆ Descriptions of learning approaches (in programme planning) which promote physical, social, emotional and intellectual development.
- ◆ Matching of learning approaches to specific situations and particular client needs
- ◆ Evaluation of learning approaches

Evidence Requirements

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

- ◆ describe aspects of programme planning for support situations
- ◆ analyse learning approaches which promote physical, social, emotional and intellectual development
- ◆ describe ways of matching learning approaches to specific situations and particular client needs
- ◆ evaluate learning approaches for relevance in application to given situations and particular client needs

Assessment Guidelines

Outcome 1 is assessed by a report.

Higher National Unit specification: statement of standards (cont)

Unit title: Additional Support Needs: Learning Approaches in the Design and Implementation of Programmes

Outcome 2

Plan a learning programme for an individual

Knowledge and/or Skills

- ◆ Individual's needs
- ◆ Aims and Objectives
- ◆ Content of programme and its relevance in meeting the client's needs
- ◆ Resources
- ◆ Methods

Evidence Requirements

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

- ◆ identify the individual's needs
- ◆ describe aims and objectives
- ◆ ensure that the content of the programme is relevant and realistic in terms of meeting the individual's needs
- ◆ ensure that the resources and methods for the learning programme are appropriate and take account of the individual's specific needs

Assessment Guidelines

Outcome 2 is assessed jointly with Outcomes 3 and 4 by an assignment consisting of three components: 1, a plan; 2, observation and observation checklist; and 3, evaluation report.

Outcome 3

Implement a learning programme for an individual with ASN

Knowledge and/or Skills

- ◆ Preparation and setting up of the learning session/programme
- ◆ Appropriateness of the programme to aims and objectives
- ◆ Management of the session/programme
- ◆ The effectiveness of the implementation in terms of the learner's response

Higher National Unit specification: statement of standards (cont)

Unit title: Additional Support Needs: Learning Approaches in the Design and Implementation of Programmes

Evidence Requirements

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

- ◆ ensure that the programme is prepared and set up to reflect the learner's needs.
- ◆ ensure that programme/session is realistic and meets aims and objectives
- ◆ manage the session /programme appropriately.
- ◆ implement the programme in a way that effectively meets the needs of the learner

Assessment Guidelines

Outcome 3 is assessed jointly with Outcomes 2 and 4 by an assignment consisting of three components: 1, a plan; 2, observation and observation checklist; and 3, evaluation report.

Outcome 4

Evaluate the effectiveness of a learning programme for an individual ASN

Knowledge and/or Skills

- ◆ Evaluation techniques
- ◆ Assessment of learning session/programme
- ◆ Review of learner's achievement/performance
- ◆ Identification of possible modification of the learning programme

Evidence Requirements

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

- ◆ Apply appropriate evaluation techniques
- ◆ Assess the learning session/programme in terms of aims and objectives and the learner's achievement/performance
- ◆ Review learner's achievement/performance
- ◆ Identify possible modification of the learning programme, taking account of the evaluation of the learning session/programme

Assessment Guidelines

Outcome 4 is assessed jointly with Outcomes 2 and 3 by an assignment consisting of three components: 1, a plan; 2, observation and observation checklist; and 3, evaluation report.

Administrative Information

Unit code: F1VH 34

Unit title: Additional Support Needs: Learning Approaches in the Design and Implementation of Programmes

Superclass category: GB

Original date of publication: May 2007

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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: Learning Approaches in the Design and Implementation of Programmes

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 should focus on the candidate's contribution to programme planning and implementation under the guidance of the trained professional.

While it is important that candidates have an overview of learning approaches for all situations, it is of more value to the candidate if this Unit focuses on the particular workplace/placement of the candidate and the needs of the individuals in that learning environment.

Outcome 1

Candidates should be aware of the place of individual learning programmes in the overall curriculum and should investigate a range of approaches to learning. They should assist in identifying the learner's needs and should gain practice in identifying learning opportunities through group sessions and with individuals.

Learning approaches: multi-sensory: experiential: simulation: discussion: brainstorming: task analysis: group work: project work: phasing and pacing of work to suit individual needs: facilitating the transferability of skills: conductive-type education: approaches suitable for people with autism: AD/HD and Asperger's syndrome.

Outcome 2

For Outcome 2, the candidate requires to plan a learning programme. It is accepted that candidates will require some support in this task and may have to contribute to the planning as part of a group. Candidates should be given opportunities to observe programmes and to study existing programmes, and to work in groups. The final plan, however, should be his /her own work.

Key factors in the programme should be: knowledge of the practice and value of multi-professional assessment — such as health/education/psychological services and social work: philosophy that programmes should develop and extend clients and facilitate transferability of skills.

In the selection of resources and methods for the programme, candidates should develop the ability to assess the appropriateness of learning materials/resources, eg books, games, aids, technology, apparatus and equipment for the age and development stage of the learner.

Candidates should clearly describe each stage of the session and explain how it meets the needs of the learner.

The learning plan should detail the goals, objectives, methods resources and learning support strategies for a person with learning disabilities/difficulties.

Higher National Unit specification: support notes (cont)

Unit title: Additional Support Needs: Learning Approaches in the Design and Implementation of Programmes

Outcome 3

With the help of a trained professional, the candidate should identify parts/sessions of the learning programme suitable for implementations. The candidate should make effective use of existing resource, understanding how to adapt them if necessary when setting up and during the learning situation should be prepared to change direction according to the candidate's behaviour and/or temperament. Candidates should be encouraged to explore ways to promote self-esteem and independence, demonstrating sensitive and appropriate intervention.

Sound structure in the learning session should be identifiable.

An awareness of all aspects development, physical, cognitive, emotional, social and linguistic is necessary.

Outcome 4

Candidates should be assisted in evaluating the learning session by referring to initial identification of client need and assessing the extent to which they have been met. Evaluation of the candidate's contribution should be made and this should inform on the needs of the candidate with respect to his/her professional development in relation to skills, knowledge and attitude. Candidates should consider personal input in influencing the development of the learner.

Candidates should be able to use the experience of the practical element and the evaluation to develop specific and/or individual learning opportunities by using the experience to assist in future programme planning.

Guidance on the delivery and assessment of this Unit

It should be recognised that the candidate will play a support role in the programme planning and implementation.

Outcome 1

For Outcome 1 evidence is required that the candidate can explain, describe and evaluate learning approaches in programme planning.

Candidates could be given opportunities to visit various establishments in order to see the range of learning approaches, and should be encouraged to keep notes, a *log book*, or other records eg videos/audio tapes, to record visits/experiences.

There should be opportunities group discussions to share experiences.

While candidates should be given these wider opportunities to increase their understanding, this Outcome should focus on the opportunities and the situation of the candidate in his/her own workplace/placement.

Higher National Unit specification: support notes (cont)

Unit title: Additional Support Needs: Learning Approaches in the Design and Implementation of Programmes

Outcome 2

Candidates should be encouraged to investigate various methods of programme planning with emphasis on matching the individual's needs to the learning plan. They should identify the individual's needs, set aims and objectives and identify required resources.

Outcome 3

Candidates should develop observational skills through the experience of group situations (in Outcome 1) and through the implementation and practice in Outcome 3.

Outcome 4

The evaluation should lead to opportunities to consider modification of the programme. This could have opportunities for discussion and shared experience.

In the light of his/her evaluation, and possible group discussion, the candidate should consider ways to adjust/alter the learning session/programme in light of his/her evaluation. This could include a change of approach, adaptation of resources/materials/equipment/length of session and timing of or reforming of group.

Opportunities for developing Core Skills

There is no automatic certification of core skills in this Unit. However, there are clear opportunities for candidates to develop aspects of core skills components in Communication (Written Communication — all Outcomes), Working with Others (particularly Outcome 3 but also in Outcome 2) and Problem Solving (Analysis — particularly Outcome 4 but also in Outcomes 1 and 2).

Open learning

Some Outcomes of this Unit are suitable for delivery in a variety of modes including Open, Distance and Blended Learning. Outcome 3 requires that candidates work with an individual with ASN.

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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