Higher National Unit specification

General information for centres

Unit title: Additional Support Needs: Theoretical Approaches to Learning

Unit code: F2C9 34

Unit purpose: This Unit is designed to enable the candidate to develop knowledge and skills in the application of learning theory for the supporting of development of individuals with ASN. It provides the candidate with the learning theory and opportunities for the application of the learning theory to support the development of the learning process. It is appropriate for candidates working in a range of settings/establishments with individuals with ASN.

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

1 Analyse key factors of development which affect the learning process.
2 Explain the effects of disruption to the learning process.
3 Explain the importance of the key stages in the acquisition and development of language to the learning process.
4 Examine the role that theoretical approaches play in promotion of the learning process.

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 pre-entry requirements for this Unit.

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.

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

Higher National Unit specification: statement of standards

Unit title: Additional Support Needs: Theoretical Approaches to Learning

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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 key factors of normal development that affect the learning process

Knowledge and/or Skills

- Range of developmental theories
- Key developmental and environmental factors
- Relationship between developmental and environmental factors through the application of learning theories

Evidence Requirements

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

- outline key developmental and environmental factors
- explain the influences on the learning process in terms of developmental and environmental factors
- analyse the relationship between developmental and environmental factors on the learning process using identified theories

Assessment Guidelines

Outcome 1 is assessed jointly with Outcome 2 by a report (750–1,000 words).

Higher National Unit specification: statement of standards (cont)

Unit title: Additional Support Needs: Theoretical Approaches to Learning

Outcome 2

Explain the effects of disruption to the learning process

Knowledge and/or Skills

♦ Potential causes of disruption to the learning process
♦ Cognitive development
♦ Physical development
♦ Social and emotional development

Evidence Requirements

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

♦ explain the effects of disruption to the learning process in terms of cognitive development
♦ explain the effects of disruption to the learning process in terms of physical development
♦ explain the effects of development to the learning process in terms of social and emotional development

Assessment Guidelines

Outcome 2 is assessed jointly with Outcome 1 by a report (750–1,000 words).

Outcome 3

Explain the importance of the key stages in the acquisition and development of language to the learning process

Knowledge and/or Skills

♦ The process of language acquisition in relation to the key stages of development
♦ The relationship between the most prevalent forms of communication difficulties and language development
♦ The importance of interaction to language development and the learning process

Evidence Requirements

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

♦ describe the process of language acquisition in terms of the key stages of development
♦ explain the relationship between the most prevalent forms of communication difficulties and language development and the effect this has on the learning process
♦ explain the importance of interaction to language development and the extension of language

Higher National Unit specification: statement of standards (cont)

Unit title: Additional Support Needs: Theoretical Approaches to Learning

Assessment Guidelines

Outcome 3 is assessed jointly with Outcome 4 by an assignment using a case study which links theory to practice. (1,000–1,500 words).

Outcome 4

Examine the role that theoretical approaches play in promotion of the learning process

Knowledge and Skills

♦ Learning strategies which meet the needs of individuals with ASN
♦ The role the theoretical approaches play in the promotion of the learning process
♦ Role(s) of personnel involved in the learning process
♦ Evaluation of the process

Evidence Requirements

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

♦ explain how learning strategies can support the learning process
♦ explain the role the theoretical approaches play in the promotion of the learning process
♦ evaluate the impact on the learning process to the individual with ASN
♦ consider the role of other personnel involved in the learning process

Assessment Guidelines

Outcome 4 is assessed jointly with Outcome 3 by an assignment of 1,000–1,500 words.

Administrative Information

Unit code: F2C9 34

Unit title: Additional Support Needs: Theoretical
                                            Approaches to Learning

Superclass category: GA

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 Notes: Theoretical Approaches to 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 80 hours.

Guidance on the content and context for this Unit

Outcomes 1 and 2

The concept of learning should be explained and defined in general terms. Candidates should recognise that all learners require positive educational experiences and opportunities, although some may require additional support, planning and preparation time.

In explaining factors affecting and influencing the learning process, candidates will require a fundamental knowledge and comprehensive understanding of human development ie physical, cognitive, language, emotional and social development. They should be aware of differences in memory retention, comprehension, concentration, and awareness (both self and social) Environmental factors, both material and human (housing, diet, resources for nurturing intellectual. social and emotional development) and their relationship to the learning process should be understood. Factors which impede development and slow down the learning process (health, social/emotional deprivation) should be investigated.

Theories of cognitive development should be explored. (Bruner; Vygotsky; Piaget; Skinner; Trevarther; Rutter. Piaget, Vygotsky, Bruner should be explored in relation to the relationship between normal development and delayed development. This should not be seen as a model of deficiency but as a guide too different types of development. Theories of social, emotional and moral development should be applied to case studies. (Kohilberg, Piaget, Erikson, Freud).
Disruption to the learning process in this context could include:

♦ Accident (eg head injury or other physical injury resulting in individuals being unable to participate in the learning process
♦ Congential health conditions/issues
♦ Undiagnosed/late diagnosed conditions eg dyslexia/autistic spectrum disorders etc

Outcome 3

Outcome 3 highlights the significance of language development for the learning process. Candidates should develop a knowledge of stage/sequence of language acquisition and development, the development of speech and verbal and non-verbal communication. Common causes of communication difficulties should be identified and investigated eg, sensory impairments; speech difficulties and emotional difficulties of communication.

The role of the professional in developing language through appropriate, effective and sensitive intervention should be understood.

A range of non-verbal methods of communication should be explored and experienced eg British sign language, Makaton, computer aids symbols and their application.

Higher National Unit specification: support notes (cont)

Candidates should understand the relationship between form, content and context: how teaching approaches match learning styles and the factors that affect learning styles. Candidates should develop a knowledge of current strategies used practice for promoting the learning process for people with learning difficulties/disabilities: behaviour modification: error free learning: structured programmes such as intensive interaction: conductive education: multi-sensory approaches: systematic instruction. Candidates should be able to recognise the links between the phasing and pacing of the learning material and the differentiation of resources, and the philosophy of individualised learning programmes.

Candidates should examine collaborative learning and should be made aware of the importance of working in a group or with a partner. They should also examine individualised learning within a group context.

The importance of the ability to transfer knowledge from one area to another, and in particular the transference of social skills in adult settings should be emphasised. In post-16 settings, age appropriateness of activity and resources is a consideration.

The benefits of experiential, social and interactive learning should be investigated. Candidates should be made aware that in investigating strategies for the learning process, it is important to ensure that the individual nature of the person's learning is respected. Key factors should be self reliance, self esteem and self confidence. The danger of perpetuating an ethos of dependency should be acknowledged.

In considering a range of strategies, including observation techniques, to maximise the learning potential of people with learning difficulties/disabilities, candidates should take account of positive barriers to learning. Observations could be short or long- term and could be recorded.

Outcome 4

Other personnel would include trained professionals, eg Speech and Language therapists. In the workplace/placement, candidates will, under the guidance of the trained professional, use strategies in the workplace to overcome barriers and promote learning. These should be evaluated in a broad general way by the candidate in a group situation and one strategy should be evaluated by the candidate, supported by the trained professional.

Candidates should recognise the need to maintain the interest of the individual(s) with ASN and take account of the possible need to change strategy if necessary. The effectiveness of the strategy/strategies should be assessed by measuring achievement of the person/s where possible.

Guidance on the delivery and assessment of this Unit

Opportunities should be given to candidates to investigate aspects of learning through articles in journals. Candidates should be given opportunities to observe learning activities in real situations and could be taken on visits to give a broader background. Video-tapes could also be used. Candidates may be able to experience situations and make observations and contributions through practical placements.

Higher National Unit specification: support notes (cont)

Case studies could be used on theories of social, emotional and cognitive development.

Where possible the focus should be on the application of the theory and there should be opportunities for discussion and sharing of experiences on relevant learning approaches.

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 Skill components in Communication (Written Communication — all Outcomes) and Problem Solving (Analysis and Evaluation — particularly Outcomes 1 and 4).

Open learning

This Unit is suitable for delivery in a variety of modes including Open, Distance and Blended learning formats.

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: Theoretical Approaches to Learning

This Unit is designed to enable you to develop knowledge and skills relating to learning theories designed to support the development of individuals with ASN. It will provide you with the learning theory and opportunities for the application of the learning theory to support the development of the learning process. It will be appropriate for you if you work, or are planning to work, in a range of settings/establishments with individuals with ASN.

On completion of the Unit you should be able to:

1   Analyse key factors of development which affect the learning process.
2   Explain the effects of disruption to the learning process.
3   Explain the importance of the key stages in the acquisition and development of language to the learning process.
4   Examine the role that theoretical approaches play in promotion of the learning process.

There are two assessments for this Unit. Outcomes 1 and 2 are assessed jointly by a report. Outcomes 3 and 4 are assessed jointly by an assignment.