



Higher National Unit specification

General information for centres

Unit title: Additional Support Needs: Workplace Practice Experience

Unit code: F2CA 34

Unit purpose: This Unit is designed for candidates who provide support in a learning/training environment for individuals with Additional Support Needs (ASN). It provides the candidate with an opportunity to apply knowledge and to demonstrate, under supervision, practical skills to support individuals with their learning.

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

- 1 Evaluate the structure and organisation of the learning environment in relation to relevant legislation.
- 2 Explain the links between the theory and practice of learning approaches in the learning environment.
- 3 Contribute to practice by supporting the learner and others in a range of situations.
- 4 Record, analyse and evaluate own contribution to the practice within a learning environment.

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 entry requirements for this Unit. However, candidates will require to be in employment (paid or voluntary) or have access to a suitable work placement in order to achieve the Outcomes of this Unit.

Core Skills: There is no automatic certification of Core Skills in this Unit. However, there may be opportunities to develop components of the Core Skills of *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. It is a mandatory Unit in the HNC Additional Support Needs: Supporting the Individual.

Assessment: This Unit is assessed by three instruments of assessment: Outcome 1 by a report of 500–750 words; Outcome 2 by a report of 500–750 words, and Outcomes 3 and 4 are assessed jointly by a project which could include a portfolio of evidence.

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

Evaluate the structure and organisation of the learning environment in relation to relevant legislation

Knowledge and/or Skills

- ◆ The organisational structure of the learning environment/establishment including roles and functions
- ◆ National and local policies
- ◆ Human resources
- ◆ Physical resources
- ◆ National and local policies
- ◆ Relevant current legislation including Health and Safety legislation

Evidence Requirements

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

- ◆ describe the organisational structure of the establishment
- ◆ outline roles and functions
- ◆ assess suitability of human and physical resources
- ◆ describe local and national policies
- ◆ identify current relevant legislation
- ◆ evaluate the establishment and resources in terms of relevant legislation and policy

Assessment Guidelines

Outcome 1 may be assessed by a report of 500–750 words.

Higher National Unit specification: statement of standards (cont)

Unit title: Additional Support Needs: Workplace Practice Experience

Outcome 2

Explain the links between the theory and practice of learning approaches in the learning environment

Knowledge and/or Skills

- ◆ Approaches to learning within the establishment
- ◆ Relevant theoretical perspectives to the learning approaches within the establishment
- ◆ Relationship of theoretical approaches to practice

Evidence Requirements

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

- ◆ describe approaches to learning within the establishment
- ◆ relate relevant theoretical perspectives to the learning approaches within the establishment
- ◆ relate theoretical approaches to practice

Assessment Guidelines

Outcome 2 is assessed by a report of 500–750 words.

Outcome 3

Contribute to practice by supporting the learner and others in a range of situations

Knowledge and/or Skills

- ◆ Support skills relevant to the needs of a specific individual in the context of the learning environment
- ◆ Support skills relevant to the needs of a individual within a specific group
- ◆ Use of appropriate teaching aids
- ◆ Awareness of roles and boundaries

Evidence Requirements

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

- ◆ demonstrate support skills, under supervision, relevant to the needs of an individual and/or group
- ◆ use teaching aids in a way that is relevant to the learner
- ◆ explain roles and boundaries

Assessment Guidelines

Outcome 3 is assessed jointly with Outcome 4 by a project.

Higher National Unit specification: statement of standards (cont)

Unit title: Additional Support Needs: Workplace Practice Experience

Outcome 4

Record, analyse and evaluate own contribution to the practice experience within a learning environment

Knowledge and/or Skills

- ◆ Working practices of the establishment
- ◆ Recording procedures
- ◆ Analysis of the working practices
- ◆ Evaluation of personal performance in practical experience

Evidence Requirements

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

- ◆ describe and record working practices of the establishment in relation to the learner, the context and the candidate
- ◆ analyse the working practices of the establishment in relation to the candidate's contribution to the individual's learning
- ◆ reflect on and evaluate personal performance in terms of the practical experience

Assessment Guidelines

Outcome 4 is assessed with Outcome 3 by a project which could include a portfolio. The project/portfolio should contain evidence that the candidate can reflect on and analyse his/her working practices in relation to the contribution made to an individual's learning, and to evaluate personal performance in all aspects of his/her experience as part of the project.

Administrative Information

Unit code:	F2CA 34
Unit title:	Additional Support Needs: Workplace Practice Experience
Superclass category:	GB
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History of changes:

Version	Description of change	Date

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Higher National Unit specification: support notes

Unit title: Additional Support Needs: Workplace Practice Experience

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

All the Outcomes should be taught in the context that all activities are undertaken under the support and guidance of a trained professional.

Outcome 1

For Outcome 1 candidates will require to investigate the hierarchy within the learning environment/establishment and will develop skills in order to undertake an appraisal of the resources (both physical and human) employed in meeting the needs of the learners.

The appraisal of resources should include staffing ratios: links with outside agencies, eg occupational therapists, physiotherapists, speech therapists, general practitioners; physical resources, eg building: rooms, equipment and technological aids; educational policies within the context of the legislation, and relevant to the establishment.

Outcome 2

For Outcome 2, the learning environment, where possible, should relate to the specific context that the candidate is familiar with, and this will in most cases be his/her place of work.

The theoretical perspectives should include social inclusion: integration/segregation, normalisation, and social role valorisation, and these should be clearly related to the actual learning environment. The theoretical perspectives should be related to the learning approaches employed, eg Early Intervention, 5–14, and considered within both group and one-to one situations.

The teaching aid which the candidate must apply and evaluate should be one that is intended to develop a range of skills in the learner, eg motor, cognitive, life and social skills. The teaching aid may take the form of a technological aid: equipment; software; reading aids. It may have been purchased or developed within the learning environment.

Outcome 3

Outcome 3 requires that the candidate demonstrates practical ability in the learning environment. The candidate should display support skills in the management and organisation of learning situations. He/she should also demonstrate good communication and interpersonal skills in interaction with learners and staff and other individuals such as carers and parents. Skills should be recorded in the candidate's written account, which could be a log book, and should be supplemented by an observation checklist completed by a workplace supervisor.

Higher National Unit specification: support notes (cont)

Unit title: Additional Support Needs: Workplace Practice Experience

Outcome 4

Outcomes 3 and 4 could be delivered together as part of a project. For Outcome 4, the candidate should be encouraged to reflect on and analyse his/her working practices in relation to the contribution made to an individual's learning, and to evaluate personal performance in all aspects of his/her experience as part of the project.

Guidance on the delivery and assessment of this Unit

This Unit develops knowledge of organisational structure in learning and training environments, and of resources used in the delivery of programmes.

Candidates should be working, either in employment or in a placement, in a role that involves providing support to learners, within a learning environment for people with learning difficulties and/or disabilities. The learning environment could be one of a number of settings, for example mainstream school (primary or secondary), special schools or Units, further education college, day centre or other adult training establishment.

The candidate's evidence should be informed by classroom discussion of the different work environments experienced by the students, by personal experiences in the workplace, and by case studies.

For all Outcomes, the candidate should demonstrate an appreciation of the support nature of the role and the requirement to conduct practical work under the supervision and direction of the teacher/lecturer and/or trained professional.

Candidates will require to demonstrate skills, under supervision, in a range of tasks. They will require to participate in the application and evaluation of theory process and practice in the field of learning difficulties and/or disabilities.

Outcomes 1 and 2 are assessed by individual short reports.

Outcomes 3 and 4 are assessed jointly by a project, the results of which could be presented in the form of a portfolio.

The evidence should comprise: observation of practical skills by a trained professional, supported by an observation checklist; a log book and an evaluation report.

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), *Problem Solving* (Analysis and Evaluation — particularly Outcomes 1 and 4), *Working with Others* (Outcomes 3 and 4).

Higher National Unit specification: support notes (cont)

Unit title: Additional Support Needs: Workplace Practice Experience

Open learning

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

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

www.sqa.org.uk/assessmentarrangements

General information for candidates

Unit title: Additional Support Needs: Workplace Practice Experience

This Unit is aimed at those who work or wish to work with individuals who require support for learning.

It is designed to provide you with the knowledge and skills necessary to provide support in a learning or training environment for individuals with Additional Support Needs (ASN). It provides you with opportunities to apply knowledge and to demonstrate, under supervision, practical skills to support individuals with their learning.

This Unit is normally delivered as part of the HNC Additional Support Needs: Supporting the Individual. However, it is a free-standing Unit and may be used as such for continuing professional development.

On completion of this Unit you should be able to:

- ◆ Evaluate the structure and organisation of the learning environment in relation to relevant legislation.
- ◆ Explain the links between the theory and practice of learning approaches in the learning environment.
- ◆ Contribute to practice by supporting the learner and others in a range of situations.
- ◆ Record, analyse and evaluate own contribution to the practice within a learning environment.