



Higher National Graded Unit specification

General information for centres

This Graded Unit has been validated as part of the HND Managing and Supporting the Services for Individuals with Additional Needs. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit title: Additional Support Needs: Managing and Supporting the Services: Graded Unit 2

Graded Unit code: F2D0 35

Type of Graded Unit: Project

Assessment Instrument: Investigation

Credit points and level: 2 HN credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**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 National 1 to Doctorates.*

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HND ASN: Managing and Supporting the Service.

- ◆ To develop first line managerial skills through acquiring knowledge of management styles.
- ◆ To develop candidates interpersonal and communication skills.
- ◆ To develop candidates ability to manage meetings and present reports.
- ◆ To develop the candidates human resource management skills within team working
- ◆ To design, implement and lead staff in undertaking and evaluating client based learning experiences.
- ◆ To research the relationship between statutory and voluntary services through legislation and policies, implementing as appropriate.
- ◆ To provide the candidate with practical experience in order to demonstrate, analyse and evaluate existing practice and to use that knowledge and learning to adapt practice, while using the skills of the reflective practitioner.

Recommended prior knowledge and skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

General information for centres (cont)

The mandatory Units which comprise the HNC Additional Support Needs: Supporting the Individual **plus** the following Units from the HND:

- ◆ *Additional Support Needs: Working in an Additional Support Needs Setting*
- ◆ *Additional Support Needs: Collaborating with Agencies*
- ◆ *Additional Support Needs: Programme Planning*

The above Units are mandatory for the HND Group Award. HND Additional Support Needs: Managing and Supporting the Service.

Core Skills: There are opportunities to develop the Core Skills of Communication (written), Working with Others and Problem Solving (analysis and evaluative skills) in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Assessment: This Graded Unit will be assessed by the use of a project in the form of an investigation of an issue relating to managing and supporting the services for individuals with Additional Needs. The investigation should be problem orientated and should involve the candidate drawing conclusions and making recommendations. The developed Investigation should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

Assessment is based on the **product** and the **process**

Candidates must:

- ◆ demonstrate the skills required to plan an investigation
- ◆ carry out the investigation
- ◆ present findings and conclusions
- ◆ evaluate the effectiveness of the investigation

The project brief should **sample** the listed topics and issues from the mandatory Units in the table below.

Table 1

Unit Title	Topics/Issues
Additional Support Needs: Collaborating with Other Agencies	1 Investigate a range of support services/agencies available for people with special needs. 2 Identify support services and related issues within own practical situation.
Working in an Additional Support Needs Setting	1 Evaluate the structure and organisation of the learning environment in relation to relevant legislation... 4 Record, analyse and evaluate own contribution to the practice within a learning environment.

General information for centres (cont)

The above Units are mandatory for the HND Group Award and the investigation must also cover information from a minimum of three other Units. These may be chosen from a combination of mandatory and optional Units, which must form part of the programme of study for a candidate undertaking the HND Managing and Supporting the Services for Individuals with Additional Needs.

The content of a further three Units from the following table must be sampled by the investigation.

Table 2

Unit Number	Unit Title
F2C7 35	Additional Support Needs: Programme Planning
F16Y 34	Understanding & Supporting Individuals with Dyslexia
DM6D 34	Supporting Individuals with Autistic Spectrum Disorder
DP2V 35	Manage and Understand the Implications of Autistic Spectrum Disorders
DG5D 35	Teamworking in a Care Setting
DP99 34	Learner Support: Related Legislation
F7ND 34	Additional Support Needs: Researching Post 16 Opportunities for Individuals with ASN
DH4G 34	Research Skills
F1VL 35	Additional Support Needs: Policy and Social Services
DE3N 34	Communication: Analysing and Presenting Complex Communication
F1VD 35	Additional Support Needs: Managing Quality
F2BK 35	Additional Support Needs: Effective Leadership and Management

Prior to commencing the investigation the candidate should discuss his/her choice of topic with the tutor, to ensure that one of suitable substance has been chosen.

Administrative Information

Graded Unit code: F2D0 35

Graded Unit title: Additional Support Needs: Managing and Supporting the Services: Graded Unit 2

Original date of publication: August 2007

Version: 02

History of changes:

Version	Description of change	Date
02	Update of Conditions of Assessment	Jul 2018

Source: SQA

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Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates

Graded Unit title: Additional Support Needs: Managing and Supporting the Services: Graded Unit 2

Conditions of assessment

The candidate should be given a date for completion of the Investigation. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. .

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes.

In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier.

In relation to Higher National Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

It is advisable that candidates should meet regularly with their class tutor, to review their work in progress. They should be encouraged to maintain a log of their activities, which should be produced and discussed at these meetings. This log should be included in the report appendix

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Graded Unit title: Additional Support Needs: Managing and Supporting the Services: Graded Unit 2

Instructions for designing the assessment task

The assessment task is a project in the form of an investigation of an issue related to managing and supporting the services for people with additional support needs. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ Demonstrates clear, explicit links between the stages of the investigation and is produced to a high standard ◆ Is highly focused throughout on the objectives set in the investigation ◆ Carefully selects information from a variety of sources to provide strong and valid reasons to support points made ◆ Demonstrates knowledge and understanding of concepts theories and issues relation to individuals with additional support needs and uses them accurately and relevantly to support points made ◆ Is clear and well structured throughout and language used is of a high standard in terms of level, accuracy and specialist content ◆ Effectively consolidates and, where appropriate, integrates required knowledge and understanding from across Units ◆ Offers conclusions and recommendations which are coherently related to the objectives of the investigation ◆ Includes a careful and considered reflection on the investigation which provides a strong basis for judging its success and making realistic recommendations for the future 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ Contains sufficient evidence to meet the minimum requirements of each of the three stages of the investigation and is produced to an adequate standard ◆ Meets the objectives of the investigation but not in a consistent or fully comprehensive manner ◆ Uses information from a limited range of sources in a manner that does not always support rationale ◆ Makes limited reference to concepts theories and issues relation to individuals with additional support needs and may not always use them accurately or relevantly to support points made ◆ Is satisfactorily structured throughout and uses language which is adequate in terms of level, accuracy and specialist content ◆ Consolidates and integrates knowledge and skills but lacks continuity and consistency ◆ Offers conclusions and recommendations related to the objectives of the investigation, which are limited weak or lack coherence ◆ Includes limited reflection on the investigation which fails to provide a strong basis for judging its success or making realistic recommendations for the future

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A = 70% — 100%
 B = 60% — 69%
 C = 50% — 59%

Note: the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Note: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning 20% of total mark	<p>An action plan which includes :</p> <p>A brief outlining the proposed investigation of an issue relating to managing and supporting the services for individuals with Additional Needs. The brief must include:</p> <ul style="list-style-type: none"> ◆ The title of the investigation ◆ The aims and objectives of the investigation ◆ The rationale for choosing the topic ◆ Identification of the sources of information that will be used for the investigation with an explanation as to why each has been selected ◆ Explanation of how the investigation will be conducted with reasons for the choice of methods adopted ◆ A plan detailing timescales and resources <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p> <p>Word Count 750–1,000 words.</p> <p>Additional Guidance on Grading</p> <p>This stage is worth 20 marks. The candidate must achieve all of the minimum evidence specified below to pass the planning stage. The planning stage is assessed by a short planning document. The tutor's role is as a facilitator and so to gain high marks the candidate must demonstrate a high degree of autonomy in planning activities.</p> <p>For the planning stage the marks must be allocated in the following way:</p> <p>Up to 2 marks for the appropriateness of the topic.</p> <p>Up to 6 marks for explanation of the topic being investigated.</p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 1 — Planning (continued)	<p>Up to 4 marks for the development of the plan. Candidates should give details of what, how and when. Aims and objectives should be clearly stated, the objectives should detail the steps they will take to achieve their aims. The timescale for the planning development and evaluation should be included.</p> <p>Up to 4 marks for application theories relevant to the topic being investigated. For full marks the candidate must make links with investigation. 1 mark for reference to each theory and 1 mark for making links.</p> <p>Up to 2 marks for detailing the resources required and sources of information. The candidate should show how they consulted with the class tutor. This should be detailed in the candidate's log.</p> <p>Up to 2 marks can be allocated for structure and referencing throughout the plan.</p>
Stage 2 — Developing 50% of total marks	<p>An investigative report which includes:</p> <ul style="list-style-type: none"> ◆ Contents page ◆ Description of the topic ◆ Detailed explanation of the topic being investigated ◆ Relevant theory ◆ Summary of research findings ◆ Conclusions drawn from the investigation ◆ Specific recommendations ◆ A list of acknowledgements and sources of reference ◆ An appendix containing any relevant material — questionnaires etc <p>The report will also include evidence of:</p> <ul style="list-style-type: none"> ◆ Collection and collation of relevant information ◆ Interpretation/analysis of data ◆ Effective use of research material <p>Word limit 1,500–2,000 words.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 2 — Developing (continued)	<p>Additional Guidance on Grading</p> <p>This stage is worth 50 marks. The candidate must achieve all of the minimum evidence specified below to pass the developing stage. Assessment is based on a written report of the activity.</p> <p>Up to 10 marks for the application of disciplines, theories and/or perspectives to the fulfilment of the aims and objectives within the plan of the activity. For full marks the candidate would have to show the disciplines, theories and perspectives had a direct bearing on the activity. Candidates who make poor links and connections between the activity and the disciplines and theories used should be awarded lower marks.</p> <p>Up to 10 marks for showing that the activity has been followed through according to the plan. Candidates who provide a detailed account of the investigation which is related to the plan should be given a high mark. Candidates who do not relate the activity to the plan but give a good account of how they undertook the activity in a logical fashion should be given a pass mark. Candidates who give an account of the activity which shows little coherence or organisation and does not relate to the plan should not be allocated a pass mark.</p> <p>Up to 5 marks should be allocated for evidence of written numerical or graphical data/ material/ sources. For full marks a candidate must demonstrate that they have explored a range of data/sources.</p> <p>Up to 10 marks should be allocated for the interpretation and analysis of the data/material/sources used in the investigation. For full marks the candidate must demonstrate the way in which data/ sources support or refute the topic being investigated. Candidates who simply describe data/sources should be awarded lower marks.</p> <p>Up to 10 marks for summary of findings and conclusions. For full marks the candidates would be expected to draw together the main points of the investigation and what conclusions/recommendations can be made. This should not be a repetition of the points made in the body of the text and candidates who do this should be awarded lower marks.</p> <p>Up to 5 marks can be allocated for structure and referencing throughout the plan.</p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
<p>Stage 3 — Evaluating</p> <p>30% of total marks</p>	<p>An evaluation of the effectiveness of all parts of the investigation which should include:</p> <ul style="list-style-type: none"> ◆ A brief outline of the investigation ◆ Assessment of the extent to which the original objectives were achieved. This should include details of any modifications made or considered, with reasons given ◆ Evaluation of the planning stage, highlighting any problems which arose, how they were dealt with and any modifications made to the original plan ◆ Commentary on the investigation activity and the effectiveness of the research method adopted, highlighting any difficulties experienced and how these were resolved ◆ Strengths and weaknesses of the investigation ◆ Description of new skills gained ◆ Reflection on the success of the investigation with recommendations for improvements <p>Word Limit 1,000–1,200 words.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p> <p>Additional Guidance on Grading</p> <p>This stage is worth 30 marks. The candidate must achieve the minimum criteria specified below to pass the evaluating stage. The evaluating stage is assessed by a written evaluation. The tutor's role is as a facilitator and so candidates should demonstrate a high degree of autonomy in evaluating activities. The marks for this stage should be allocated in the following way:</p> <p>Up to 10 marks should be given to those candidates who are able to review the quality of their own work with some reflection shown. Candidates should link conclusions with the aims and objectives of the investigation.</p> <p>Up to 10 marks for a discussion of the strengths and weaknesses of the original plan and analysis of whether the plan was sufficient in meeting the aims of the investigation.</p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating (continued)	Up to 10 marks should be awarded for identification of the way the investigation integrated knowledge and understanding of the component Units of the HND Managing and Supporting the Services for Individuals with Additional Support Needs. Full marks should be awarded to candidates who identified skills gained and integration of theory and practice during the investigation. A candidate who does not identify any new or enhanced knowledge and skills should not pass this section.

Support notes

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

As this Unit is student-initiated and driven, it requires only guidance and direction on the part of the lecturer. Primarily, the role of the lecturer is that of mentor. The expectation is that the candidate works independently, demonstrating a thorough understanding of each stage of the Unit, ie, planning, developing and evaluating, problem solving skills and evaluative skills should be evident.

Candidates should be encouraged to draw upon their learning and assignments for the mandatory Units and placement or workplace experience.

Prior to commencing the investigation the candidate should discuss his/her choice of topic with the tutor to ensure that one of suitable substance is selected. Given the nature of the sector, there will be a wide range of potential topics. Some examples are given below which may provide a starting point for tutor/candidate discussion and selection:

- ◆ Do policy and practice within the setting comply with Disability Discrimination Act 1995 as amended?
- ◆ Are individuals adequately supported to manage the transition to post-16 provision?

Equality and inclusion

This graded unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

General information for candidates

This Unit has been designed to allow you integrate your learning across a range of Units in the HND Additional Support Needs: Managing and Supporting the Service. You should be able to draw upon your learning and assignments for the mandatory Units and your placement or workplace experience. You should be aware that any references to the individual(s) with Additional Support Needs must be anonymised and the permission of that individual obtained. You will have the opportunity to discuss and agree on the topic to be undertaken with the placement supervisor/teacher/line manager.

On completion of this Unit, you will be able to demonstrate that you have achieved the following principal aims of the HND:

- ◆ To develop first line managerial skills through acquiring knowledge of management styles.
- ◆ To develop candidates interpersonal and communication skills.
- ◆ To develop candidates ability to manage meetings and present reports.
- ◆ To develop the candidates human resource management skills within team working.
- ◆ To design, implement and lead staff in undertaking and evaluating client based learning experiences.
- ◆ To research the relationship between statutory and voluntary services through legislation and policies, implementing as appropriate.
- ◆ To provide the candidate with practical experience in order to demonstrate, analyse and evaluate existing practice and to use that knowledge and learning to adapt practice, while using the skills of the reflective practitioner.

This Graded Unit will be assessed by the use of a project in the form of an investigation of an issue relating to managing and supporting the services for individuals with ASN. Assessment is based on the **product** and the **process**.

The developed Investigation should provide you with the opportunity to produce evidence that demonstrates you have met the aims of the Graded Unit that it covers by:

- ◆ Demonstrating the skills required to plan an investigation
- ◆ Carrying out the investigation
- ◆ Presenting findings and conclusions
- ◆ Evaluating the effectiveness of the investigation