



Higher National Unit specification

General information for centres

Unit title: Additional Support Needs: Researching Post-16 Opportunities

Unit code: F7ND 34

Unit purpose: This Unit is designed for people who work with learners with Additional Support Needs (ASN). In this Unit the candidate will develop skills in planning, implementing and evaluating research and in presenting data on post-school opportunities for individuals with ASN.

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

- 1 Research post-16 opportunities for individuals with ASN.
- 2 Evaluate the information gathered.
- 3 Present the information to a learner/learners in an accessible and user friendly way.

Credit points and level: 1 HN credit at SCQF level 7: (8 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: No prior knowledge is required for this Unit. However, it would be beneficial if candidates had some experience of working with individuals with ASN, either in a paid or voluntary capacity.

Core Skills: There is no automatic certification of Core Skills. However, there are opportunities to develop aspects of Core Skills components in *Communication* and *Information and Communication Technology*.

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: There are two assessments for this Unit. Outcomes 1 and 2 may be assessed by an assignment, with candidates researching available opportunities and producing a report. Outcome 3 may be assessed by a presentation which may be oral or written.

Higher National Unit specification: statement of standards

Unit title: Additional Support Needs: Researching Post-16 Opportunities

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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

Research post-16 opportunities for individuals with additional support needs

Knowledge and/or Skills

- ◆ Rationale for the area of study
- ◆ Research objectives
- ◆ Research methods
- ◆ Planning of activities for research
- ◆ Social role valorisation
- ◆ Equal opportunities
- ◆ Identification and selection of resources
- ◆ Primary and secondary sources of information
- ◆ Contacts and networks
- ◆ Library classification and cataloguing systems

Evidence Requirements

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

- ◆ explain the rationale and select an appropriate method
- ◆ define research objectives appropriate to purpose
- ◆ plan a research investigation
- ◆ describe the activities to be undertaken
- ◆ implement a research plan using appropriate sources and cataloguing and classification systems
- ◆ show clear timescales

Assessment Guidelines

Outcomes 1 and 2 may be assessed jointly by an assignment which will involve producing a report. There is no set format for the report but it should be clearly divided into sections, with these sections signposted through use of headings, indentations and variety of text style. The sections should be in a sequence which will express the purpose of the research; explain and justify the methodology employed; analyse the data and detail the information gathered in an appropriate format

Higher National Unit specification: statement of standards (cont)

Unit title: Additional Support Needs: Researching Post-16 Opportunities

Outcome 2

Evaluate the information gathered

Knowledge and/or Skills

- ◆ Local provision
- ◆ Local policy
- ◆ National guidelines
- ◆ Primary and secondary research techniques
- ◆ Analytical and evaluative skills
- ◆ Statistical concepts
- ◆ Qualitative and quantitative data
- ◆ Electronic information access and retrieval
- ◆ Procedures for summarising and recording information

Evidence Requirements

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

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

- ◆ analyse information from a range of primary and secondary sources
- ◆ evaluate availability and suitability of local provision in terms of meeting needs of individuals with ASN
- ◆ evaluate local provision in terms of local policy
- ◆ evaluate local provision in relation to national guidelines
- ◆ explain how the review of all data shows the implications for the future for individuals with ASN
- ◆ produce a referenced record of research activity and materials

Assessment Guidelines

Outcomes 1 and 2 may be assessed jointly by an assignment.

Higher National Unit specification: statement of standards (cont)

Unit title: Additional Support Needs: Researching Post-16 Opportunities

Outcome 3

Present the information in an accessible and user-friendly way

Knowledge and/or Skills

- ◆ Objectives of the research
- ◆ Rationale for the presentation, related to the evaluation
- ◆ Appropriate ways of presenting the information for the particular client group
- ◆ Effective use of language, register and style
- ◆ Presentation skills

Evidence Requirements

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

- ◆ present findings based on accurate analysis and interpretation of data
- ◆ produce a clear rationale for the presentation, related to the evaluation of the information gathered.
- ◆ present the information in an appropriate format to meet the needs of individuals with ASN
- ◆ produce a referenced record of research activity and materials

Assessment Guidelines

Outcome 3 is assessed by a presentation which may be in either oral or written form.

Administrative Information

Unit code: F7ND 34

Unit title: Additional Support Needs: Researching Post-16 Opportunities

Superclass category: GF

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Version	Description of change	Date

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Higher National Unit specification: support notes

Unit title: Additional Support Needs: Researching Post-16 Opportunities

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 40 hours.

Guidance on the content and context for this Unit

Outcome 1

This Outcome should focus on the development of research skills. Candidates may require to be taught basic research skills and should be made aware of the importance of planning, objective setting, how to select and use information and how to present it in an appropriate way. Candidates should be familiar with library classification systems such as Dewey Decimal or US Library of Congress and also be able to use electronic catalogues. Candidates should be provided with a clear definition of the difference between primary and secondary sources and reminded that they must access both types when they are carrying out their research. Electronic sources include both internet sites and DVD/CD based databases as well as newspaper archives. Graphic and written material should be used. Candidates should be helped to draw up criteria to evaluate such sources. These could include currency, authority, accuracy, and balance. The need for efficient systems of recording sources and evaluation should be emphasised. Although these are generic skills, the focus should be on researching in the context of additional support needs.

Outcome 2

Candidates will require to review and analyse the data gathered in Outcome 1 and make informed judgements on what is suitable for the needs of their learner(s). Candidates should be aware of the opportunities available and of the need to match these to the needs of the learner such as appropriateness of level, motivation, fulfilment, employment potential. Candidates should be aware of the importance of reviewing the data against the objectives. The Outcome also requires candidates to analyse available local provision in relation to policy and national guidelines and to examine the potential impact of this for learners with additional needs.

Outcome 3

Candidates will require knowledge and understanding of basic presentation skills and how to engage with individuals. They should know about types of presentation, such as use of video, power point, drawings/illustrations, and should be able to identify the types of presentations most suited to specific needs. They should then select an appropriate style of presentation which best suit their learner(s) and should provide a rationale for this. The tone and pitching of level (whether oral or written) should be appropriate, and the language should be appropriate to the learning stage of the learner(s). Special equipment (eg for visually impaired/hearing impaired learners) should be appropriate to the needs of the learner(s).

Higher National Unit specification: support notes (cont)

Unit title: Additional Support Needs: Researching Post-16 Opportunities

Guidance on the delivery and assessment of this Unit

There are two assessments for this Unit. Outcomes 1 and 2 may be assessed jointly and candidates will require to produce a plan of research and to evaluate and present research findings in the form of a report. Outcome 3 is assessed by a presentation which may be oral or written.

There may be opportunities for integration with other Units which involve investigation and analysis when taught as part of the HNC Additional Support Needs: Supporting the Individual or HND Additional Support Needs: Managing and Supporting the Services (for example, *FC2CC 34: Additional Support Needs: Supporting the Individual Graded Unit 1*). A planning log could be provided to facilitate this.

Delivery could be a mix of taught sessions and independent research to investigate post 16 issues through, eg, recent publications and by use of appropriate websites. Candidates should be aware of the opportunities available and of the need to match these to the needs of the student such as appropriateness of level, motivation, fulfilment, and employment potential. Skills in analysis may be further developed through consideration of research and investigative reports in different formats with the candidate being asked to identify trends and significant variations. Accessing a range of web sites as part of gathering information is an essential skill, particularly when other primary and secondary sources are used to support analysis and critical evaluation. Candidates could be encouraged to think critically as they examine domain, authorship, publisher and currency.

Given the nature of researching, candidates may carry out their investigation outside the centre and Centres should be satisfied as to the authenticity of the candidate's work. Retention of draft work, and of any tracking records or e mail exchanges between staff and candidates, can be a valuable aspect of quality assurance, mark progress and help to minimise plagiarism. Candidates should also understand the conventions for acknowledging sources in their research. Candidates may be provided with a planning pro forma. Referencing should be appropriate to the medium selected and could involve a log book, portfolio of notes, bibliography, or credits.

Outcomes 1 and 2 may be assessed jointly through an assignment which will produce a report containing the findings of the research evaluating these in relation to the needs of the learner(s).

Outcome 1 involves the methodology and planning of the research. In undertaking the research, candidates should be directed to specific resources relating to opportunities for individuals with Additional Support Needs. Use of technology in sourcing, storing and presenting information is to be encouraged. Referencing should be appropriate to the medium selected and could involve a log book, portfolio of notes, bibliography or credits.

They should be encouraged to use a variety of methods to establish the information they need and should also undertake personal research using publications and websites. It may be necessary to ensure the direct provision of information on catalogue systems for some candidates. Candidates could be asked to locate written and graphic material relating to specific topics and to write brief evaluations of this material in terms of relevance and effective communication. The candidate may also be asked to evaluate the effectiveness of his/her own search techniques. Online courses may be useful tools for this purpose. Practice sessions involving writing of Research Plans could be evaluated using peer discussion, with particular attention being paid to definition of terms and clarity of language.

Higher National Unit specification: support notes (cont)

Unit title: Additional Support Needs: Researching Post-16 Opportunities

Outcome 2 focuses on the evaluating the findings of the research. Candidates should be aware of basic evaluation techniques and should examine a range of case studies in order to develop an understanding of the need to ensure that the opportunities that are encouraged for the learner with ASN offer motivation, enjoyment and work potential for that student or group of students.

Outcome 3 could be assessed by a presentation. Before undertaking this presentation it may be helpful if the candidate observes a number of presentations from experienced practitioners. The important aspect here is that the candidate selects a suitable format for the presentation for his/her learner(s) and this may involve accessing special resources or tailoring materials to the needs of the learner. The candidate should be assessed on the materials used/developed and on the delivery of the presentation (if oral) or the lay-out (if presented graphically or in writing). Candidates should engage effectively with the learner(s) and offer encouragement and support.

Higher National Unit specification: support notes (cont)

Unit title: Additional Support Needs: Researching Post-16 Opportunities

Opportunities for developing Core Skills

There are opportunities to develop Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

- ◆ *Communication* at SCQF level 6
- ◆ *Problem Solving* at SCQF level 6
- ◆ *Information and Communication Technology* at SCQF level 6
- ◆ *Numeracy* at SCQF level 5

Communication (Written/Oral): candidates should be aware of the influence and impact of purpose and intended recipient on the language and format of their research report. Findings which express essential ideas and information accurately, coherently and concisely, using a structure, style and format appropriate to medium and context will develop communication skills.

Problem Solving: as they undertake investigative research, candidates will be analysing and summarising a range of complex primary and secondary sources such as Internet sites, journals, articles and programmes/podcasts. Critical evaluation of all information accessed would include checks on currency, authority, accuracy and balance. Candidates analyse and seek solutions to a range of theoretical and practical problems as they undertake the Unit. They will identify and consider the variables in research processes and analyse the significance of each before planning and implementing a research plan. Critical Thinking underpins all research activities, enhancing problem solving skills. Evaluation at all stages of research activities will be critical to the accuracy of findings.

Information and Communication Technology: effective access to and retrieval of information from electronic sources is an essential skill. Resources available will include appropriate software packages to support the interpretation of data as well as the storage and presentation of information to professional standards.

Numeracy: formative opportunities to interpret information in numerical, statistical and graphic forms will enhance skills in Using Number and Graphical Information. Accuracy in calculations and effective presentation of data could be supported by access to appropriate software.

Open learning

This Unit is suitable for delivery in a range of formats including open, distance and blended learning.

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: Researching Post-16 Opportunities

This Unit is of use to you if you if you work in an Additional Support Needs setting, either in a voluntary or a paid capacity. Through this Unit you will develop skills to access, analyse and evaluate information from a variety of print and electronic sources such as libraries and the internet, and to use this ability to plan, carry out and evaluate your research and present your findings on post-school opportunities for individuals with additional needs in a report and presentation.

On completion of the Unit you should be able to:

- ◆ Research post-16 opportunities for individuals with ASN.
- ◆ Evaluate the information gathered.
- ◆ Present the information to a learner or learners in an accessible and user friendly way.

There are two assessments: an assignment to produce a report and a presentation.