



Higher National Unit specification

General information

Unit title: Additional Support Needs: Approaches in the Planning and Facilitation of an Activity (SCQF level 7)

Unit code: HD82 34

Superclass: GB

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Unit purpose

This Unit introduces the learner to various strategies, styles and approaches which could be adapted to prepare and carry out an activity with an individual with Additional Support Needs (ASN) with a particular focus on Curriculum for Excellence (CfE). This Unit includes a practical element where learners will use the knowledge to undertake an activity, under supervision, with an individual with additional support needs.

Outcomes

On successful completion of the Unit the learner will be able to:

1. Describe a range of strategies and approaches used in designing an effective activity for an individual with ASN.
2. Using the CfE framework, plan an activity appropriate for the needs of an individual with ASN.
3. Facilitate a planned activity to meet the needs of an individual with ASN.
4. Evaluate the effectiveness of the activity for an individual with ASN.

Credit points and level

2 Higher National Unit credits at SCQF level 7: (16 SCQF credit points at SCQF level 7)

Higher National Unit Specification: General information (cont)

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Recommended entry to the Unit

Entry is at the discretion of the Centre.

It will be expected that the learner will be working in or have access to a placement in a setting that provides support to individuals with ASN. Learners should have good communication and interpersonal skills.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Problem Solving at SCQF level 5
Core Skill component	None

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website <http://www.sqa.org.uk/sqa/46233.2769.html>.

Equality and inclusion

This 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.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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. Learners 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

Describe a range of strategies and approaches used in designing an effective activity for an individual with ASN.

Knowledge and/or Skills

- ◆ Range of situations where activities can be effectively utilised.
- ◆ Range of strategies and approaches in designing an activity.
- ◆ Learning themes and approaches appropriate to ASN settings utilising the Curriculum for Excellence Framework.
- ◆ Range of individual learning styles.
- ◆ Barriers to individual participation and how to overcome them.

Outcome 2

Using the CfE framework, plan an activity appropriate for the needs of an individual with ASN.

Knowledge and/or Skills

- ◆ Needs and abilities of an individual with ASN.
- ◆ Aims and objective setting.
- ◆ Consultation and partnership working.
- ◆ Relevance of activity to the CfE framework.
- ◆ Resource requirement.
- ◆ Legislation and professional guidance relating to working with individuals with ASN.
- ◆ Support for the individual with ASD during the activity.

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

Facilitate a planned activity to meet the needs of an individual with ASN.

Knowledge and/or Skills

- ◆ Risk assessment and safeguarding requirements.
- ◆ Facilitation of the planned activity.

Outcome 4

Evaluate the effectiveness of the activity for an individual with ASN.

Knowledge and or Skills

- ◆ Evaluation techniques and reflective practice.
- ◆ Criteria to measure effectiveness.
- ◆ Identification of areas of success and weakness to inform future activity planning.

Higher National Unit specification: Statement of standards (cont)

Unit title: Additional Support Needs: Approaches in the Planning and Facilitation of an Activity (SCQF level 7)

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or skills across all Outcomes by showing that they can:

Outcome 1

- ◆ explain a range of activities which can promote physical, social, emotional and intellectual development in individuals with ASN.
- ◆ describe strategies and approaches that can be used to design an appropriate activity.
- ◆ describe CfE learning themes and approaches that can be effectively utilised when designing an activity for an individual with ASN.
- ◆ describe different learning styles relevant to individuals with ASN.
- ◆ explain barriers to participation that individuals with ASN may experience and how to overcome them.

Outcome 2

- ◆ identify the specific needs of an individual with ASN (physical, social, emotional or intellectual development needs).
- ◆ outline the legislation and professional guidance that relates to working with individuals with ASN.
- ◆ plan an activity for the individual with ASN, ensuring the following:
 - consultation with the individual.
 - consultation with others involved in supporting the individual.
 - relevance of activity to the CfE framework.
 - identification of realistic and achievable aims and objectives.
 - resources required.
 - timescales for completion.

Outcome 3

- ◆ facilitate a planned activity with an individual with ASN, ensuring the following:
 - environment has been fully risk assessed.
 - safeguarding requirements are in place as required.
 - resources are available.
 - the individual with ASN is supported throughout the activity and how they choose to participate is respected.

Outcome 4

- ◆ evaluate the effectiveness of the activity with the individual in relation to the CfE approach utilised and planned aims and objectives.
- ◆ reflect on the activity, identifying areas of success and areas requiring modifications to inform future activities.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and 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 introduces the learner to various strategies and approaches which could be adapted to prepare and carry out an activity with an individual with Additional Support Needs (ASN) with a particular focus on the Curriculum for Excellence (CfE) framework. This Unit includes a practical element where learners will use the knowledge to plan and facilitate an activity, (which should be under supervision), with an individual with additional support needs based on their needs and preferred learning styles. Evidence gathered from practice must be anonymised to ensure confidentiality is maintained.

Guidance on approaches to delivery of this Unit

It is recommended that delivery is structured in the order of the Outcomes presented. The use of case studies, classroom discussion and visits from practitioners will enhance the learner's experience.

Outcome 1 provides the underpinning knowledge of the range of activities which can promote physical, social, emotional and intellectual development in individuals with ASN. The various strategies and approaches that can be used to design an appropriate activity taking into account the different learning styles of the individuals involved should be discussed. To encourage learning activities that 'fit' within the Scottish Government's Lifelong Learning strategy, this Unit has a particular focus on the CfE.

Current, detailed information on CfE and all associated documentation can be found on the following link which is administered by Education Scotland.

<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/whatiscurriculumforexcellence/>

Higher National Unit Support Notes (cont)

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There are a wide range of approaches and strategies which appropriately support the learning of an individual with ASN.

- ◆ Multi-sensory
- ◆ Project work
- ◆ Group work
- ◆ Experiential
- ◆ Simulation
- ◆ Phasing and pacing learning
- ◆ Brain storming
- ◆ Conductive — type education
- ◆ Rote learning
- ◆ Task analysis

The learner should be aware that age of the individual may impact on type of strategy used. The individuals' disability and skill set would also have an influence.

Styles

There are three main styles of processing information, an individual with ASN may use any combination of the three but one will usually be dominant:

- ◆ Visual
- ◆ Auditory
- ◆ Kinesthetic

CfE related activities should relate to one of the following:

- ◆ Expressive Arts
- ◆ Languages
- ◆ Religious and Moral Education
- ◆ Social Studies
- ◆ Health and Well Being
- ◆ Mathematics
- ◆ Science
- ◆ Technologies

The activity should also be a learning tool and could:

- ◆ introduce a new skill.
- ◆ embed new skill and/or learning.
- ◆ build upon a current skill.

Higher National Unit Support Notes (cont)

Unit title: Additional Support Needs: Approaches in the Planning and Facilitation of an Activity (SCQF level 7)

Outcome 2, 3 and 4

The delivery of Outcomes 2, 3 and 4 (planning, implementation and evaluation of an activity) should be linked together to give the learner a seamless learning experience. However at all stages it is accepted that the learner may require support from experienced staff and or colleagues. The use of case studies which allow learners to develop their understanding of the skills and knowledge required to effectively plan and facilitate an activity which is appropriate to the needs of the individual is recommended.

Current legislation includes the following:

Early Years Framework 2015 The Early Years Framework highlights the importance of all national and local agencies, the third sector and independent sector working together to deliver improved Outcomes for children. The Framework identifies the 10 key elements of transformational change in the early years. The Early Years Framework is particularly relevant, but not limited to, the delivery of three of the National Outcomes:

- ◆ our children have the best start in life and are ready to succeed.
- ◆ we have improved the life chances for children, young people and families at risk.
- ◆ our young people are successful learners, confident individuals, effective contributors and responsible citizens.

Skills for Life Strategy 2007

The framework for skills development across Scotland to develop a skilled and educated workforce for future economic growth.

Lifelong Learning Strategy 2003

The strategy sets out a vision for lifelong learning in Scotland.

The Additional Support for Learning legislation in Scotland (2004 and 2009)

Plan

Centres may wish to supply learners with a blank planning document to complete based on case study examples; this will also assist in standardisation and authentication. It would be beneficial to have class discussions on unplanned contingencies, eg the types of interventions that could be utilised should the individual's behaviour need additional support during the activity or how the planned activity could be adapted if necessary to take account of events arising.

Higher National Unit Support Notes (cont)

Unit title: Additional Support Needs: Approaches in the Planning and Facilitation of an Activity (SCQF level 7)

The plan should be developed and agreed taking into account the following:

- ◆ the specific needs of the individual with ASN, whether that be physical, social, emotional or intellectual development) This will also inform any risk assessment, contingency planning and safeguarding requirements that need to be planned for under current legislative requirements.
- ◆ consultation with the individual with ASN and their support network. The individuals support network may comprise family, friends, carers etc. The individual's age and interests must be taken into account during planning stage. This is important as it also embeds the partnership approach to working in an ASN setting.
- ◆ identification of the appropriate CfE learning approach and related activity.
- ◆ aims and objectives including timescales are agreed with all involved.
- ◆ resources are identified and sourced.

Higher National Unit Support Notes (cont)

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Facilitate

Prior to undertaking the activity the learner should be guided to ensure the following:

- ◆ risk assessment including safeguarding issues has been completed.
- ◆ resources (physical resources, equipment, assistive technologies etc) are available as required.

During the activity the learner should:

- ◆ be aware of the individual's needs, attention span and behaviour.
- ◆ be aware of the individual's enjoyment and participation level in the activity.
- ◆ take opportunities to enhance the self-esteem of the individual.
- ◆ recognise opportunities to enhance other aspects of the individual's development.

These are important as they underpin the person-centred approach to working with individuals with ASN.

Evaluate

The ability to reflect upon own practice and evaluate an activity is an essential skill as it gives the learner an insight into their own performance and the relevance and benefits of the planned activity for the individual.

The evaluation should be seen by the learner as a positive tool as it will help them improve their practice.

An activity can be well planned but as it involves a third party can sometimes produce unexpected Outcomes. The learner therefore has to look at their own role in the activity from a positive but honest standpoint.

Learners should be introduced to different methods of evaluating activities, eg reflection, analysis, use of feedback etc. They should be encouraged to clearly identify the criteria against which the activity can be measured practically and to reflect upon their own skills in practice.

For example in evaluating the activity, the learner may ask:

- ◆ was there enough consultation during the planning stage with the individual and their support network?
- ◆ was the risk assessment and safeguarding plan executed correctly?
- ◆ did the identified activity and approach meet the needs of the individual in terms of aims and objectives?
- ◆ how did the individual benefit from the activity?
- ◆ was the individual supported appropriately throughout the activity?
- ◆ where did the activity relate to the CfE?
- ◆ were timescales and resources planned correctly?

Higher National Unit Support Notes (cont)

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In reflecting upon their own contribution and practice, the learner may ask:

- ◆ what did I do well?
- ◆ what would I improve on next time?

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Assessment for Outcome 1 could be a range of short answer questions or one extended response assignment under open-book conditions.

Assessment for Outcomes 2, 3 and 4 could be a portfolio of evidence including planning notes and documents, evidence of consultation, eg minutes of meetings, and risk assessment and where applicable (if the activity was supervised) an observation checklist. There should be evidence of learner reflection and evaluation, eg a detailed reflective account.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There are opportunities throughout the Unit to develop aspects of the Core Skills of *Communication* at SCQF level 6, *Information and Communication Technology* at SCQF level 5 and *Working with others* at SCQF level 5 and *Problem Solving* at SCQF level 6.

This Unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF level 5.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Additional Support Needs: Approaches in the Planning and Facilitation of an Activity

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit introduces you to various strategies and approaches which could be adapted to prepare and carry out an activity with an individual with Additional Support Needs (ASN). This Unit includes a practical element where you will use the knowledge to undertake an activity, under supervision, with an individual with additional support needs.

There are four Outcomes to complete.

1. Describe a range of strategies and approaches used in designing an effective activity for an individual with ASN.
2. Using the CfE framework, plan an activity appropriate for the needs of an individual with ASN.
3. Facilitate a planned activity to meet the needs of an individual with ASN.
4. Evaluate the effectiveness of the activity for an individual with ASN.

Assessment will be varied and may include observation, questioning, planning and risk assessment documentation and a reflective account.

There are opportunities throughout the Unit to develop aspects of the Core Skills of Communication at SCQF level 6, Information and Communication Technology at SCQF level 5, Working with others at SCQF level 5 and Problem Solving at SCQF level 6.

You will also develop your transferable skills in researching, planning, evaluating and reflective practice throughout the Unit.

This Unit has the Core Skill of Problem Solving embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF level 5.