



National Unit Specification: general information

UNIT Working with Children and Young People with Hearing Loss
(SCQF level 6)

CODE F7J3 12

SUMMARY

The Unit will introduce candidates to a range of categories of hearing loss and the possible effects of these on the development of children and young people. It should enable candidates to support effective learning for children and young people with hearing loss. This is a specialist optional Unit within the Professional Development Award in Education Support Assistance (SCQF level 6).

This Unit is suitable for candidates who wish to develop knowledge, understanding and skills needed to work with children and young people with hearing loss.

OUTCOMES

- 1 Investigate the variety of hearing loss in children and young people.
- 2 Investigate the possible effects of hearing loss on the general development of a child or young person, and on their informal support network.
- 3 Investigate and explain the possible additional needs of a child or young person with hearing loss.
- 4 Investigate ways to meet the needs of a child or young person with hearing loss within the learning environment.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: PN

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National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at SCQF level 6 (6 SCQF credit points at SCQF level 6*).

**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.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit. The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Communication (SCQF level 5)
- ◆ Working with Others (SCQF level 5)

These opportunities are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

UNIT Working with Children and Young People with Hearing Loss (SCQF level 6)

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.

OUTCOME 1

Investigate the variety of hearing loss in children or young people.

Performance Criteria

- (a) Explain the meaning of the term 'hearing loss'.
- (b) Explain the different categories of hearing loss and their possible causes.
- (c) Describe degrees of hearing loss.

OUTCOME 2

Investigate the possible effects of hearing loss on the general development of a child or young person, and on their informal support network.

Performance Criteria

- (a) Explain the possible effects of hearing loss on the general development of a child or young person.
- (b) Explain the possible impact of a child or young person with hearing loss on their informal support network.

OUTCOME 3

Investigate and explain the possible additional needs of a child or young person with hearing loss.

Performance Criteria

- (a) Identify and explain the possible additional support needs of a child or young person with hearing loss.
- (b) Identify and explain the ways hearing loss affects the child or young person and their informal support network.

National Unit Specification: statement of standards (cont)

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OUTCOME 4

Investigate ways to meet the needs of a child or young person with hearing loss within the learning environment.

Performance Criteria

- (a) Describe the ideal classroom environment for promoting the effective learning of a child or young person with hearing loss.
- (b) Describe a range of strategies for supporting a child or young person with hearing loss within the learning environment.
- (c) Identify and describe a range of equipment and resources appropriate for supporting a child or young person with hearing loss within the learning environment.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria.

Outcome 1

Written and/or oral recorded evidence is required to demonstrate that candidates have achieved Outcome 1 to the standards specified in the Outcome and Performance Criteria. The evidence for this Outcome must be obtained under controlled supervised conditions at appropriate points throughout the Unit.

Candidates must describe **three** categories of hearing loss.

Outcomes 2, 3 and 4

Candidates are required to carry out an investigation into a child or young person with hearing loss.

Candidates must examine the possible effects of the hearing loss on two of the following:

- ◆ physical development
- ◆ emotional development
- ◆ social development
- ◆ intellectual development

They should then examine the possible impact of a child or young person with hearing loss on their informal support network.

The folio must also contain evidence of:

- ◆ four items of equipment
- ◆ two strategies

National Unit Specification: support notes

UNIT Working with Children and Young People with Hearing Loss (SCQF level 6)

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

SUMMARY

This Unit has been developed primarily as a specialist optional Unit within the Professional Development Award in Education Support Assistance. It may also be used as a free-standing Unit for use in developing knowledge, understanding and skills needed to work with children and young people with hearing loss.

Candidates will have the opportunity to gain an understanding of:

- ◆ the range of types of hearing loss
- ◆ the possible effect of hearing loss on the development of the child or young person
- ◆ the possible additional needs of a child or young person who has hearing loss
- ◆ the strategies, resources and equipment available to facilitate access to the curriculum
- ◆ how hearing loss can affect the opportunities for social/oral interaction and the importance of the educational environment adopting positive strategies to promote inclusion
- ◆ how hearing loss can affect the ability to assimilate and process linguistic information across the curriculum

Outcome 3

Consideration needs to be given to the four areas of development (social, emotional, physical and intellectual) and candidates should be encouraged to look in particular at what additional needs within those areas a child or young person with a hearing loss may have.

Outcome 4

The following information about strategies, equipment and resources which are used to support a child or young person to access the curriculum may be useful:

- ◆ it is important that both the benefits and limitations of hearing aids, FM systems and cochlear implant devices are explained
- ◆ the effect of ambient noise on the ability to discriminate speech and ways of ameliorating this eg carpeting and acoustic tiles, soft furnishings, building adaptations etc are explained
- ◆ give examples of a favourable classroom environment eg advantageous seating, lighting
- ◆ hearing aids: post aural, analogue, digital, FM systems, cochlear implant devices, sound-field systems, bone anchored hearing aids and bone conduction hearing aids
- ◆ ensuring that the child or young person's attention has been gained and eye contact is being maintained

National Unit Specification: support notes (cont)

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- ◆ being aware of what may be new vocabulary to the child or young person eg scientific terms, colloquial terms
- ◆ ensuring appropriate delivery and rate of communication within different contexts eg 1:1, small group, whole class
- ◆ acquiring skills in the appropriate or preferred mode of communication eg BSL, SSE, oral/aural and other alternative communication systems
- ◆ actively encouraging the child or young person to initiate conversation and aiming to provide a good model of conversational interaction
- ◆ providing opportunities for the introduction and assimilation of new concepts, new language forms and new vocabulary
- ◆ acknowledging the importance of facial expression, body language and gesture in meaningful communication

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

A variety of methods may be used:

- ◆ thought-sharing or mind-mapping
- ◆ small group exercises
- ◆ case studies
- ◆ worksheets/books/handouts
- ◆ large group discussions
- ◆ individual investigations
- ◆ video/audio materials
- ◆ visits to appropriate settings
- ◆ exchange of ideas from candidates' own experience and workplace
- ◆ simulation exercises
- ◆ visiting speakers/specialists

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Throughout this Unit there is the opportunity to develop the Core Skills of *Working with Others* and *Communication*. Candidates will be producing written and oral communication evidence as part of assessment and will also be carrying out an investigation.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The following approaches to assessment are suggested:

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|---------------------|---|
| Outcome 1 | Restricted response questions, lasting no more than 30 minutes |
| Outcomes 2, 3 and 4 | An investigation based on a child or young person with hearing loss |

Time should be allowed for any necessary re-assessment.

National Unit Specification: support notes (cont)

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Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

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