



Arrangements for

Higher National Certificate Additional Support Needs: Supporting the Individual

**Group Award Codes:
Higher National Certificate G8P2 15**

Higher National Diploma Additional Support Needs: Managing and Supporting the Services

**Group Award Codes:
Higher National Diploma G8PA 16**

Validation date: December 2006

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Acknowledgement

SQA acknowledges the valuable contribution that colleges and individuals made to the development of these qualifications. This includes Adam Smith College, Coatbridge College, Langside College, Elizabeth Hands, Eleanor Pearson and Pat Tonner.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

| Version number | Description | Date |
|----------------|---|----------|
| 11 | HNC Healthcare Practice (GR4N 15) added to Route 2 of G8PA 16 | 10/01/22 |
| 10 | Revision of Unit: F60A 34 Research Skills (finish date 31/07/2022) has been replaced by J1NC 34 Research Skills in HND Framework | 05/03/19 |
| 09 | H8MM 34 Health Wellbeing and Safeguarding added as an optional unit to Route 1 – group 2 and to Route 2 – Group 1 for framework G8PA 16 | 17/09/18 |
| 08 | Addition Unit: Health Wellbeing and Safeguarding H8MM 34 added to the optional section of the framework | 01/08/16 |
| 07 | DP99 34 Learner Support: Related Legislation has been replaced with HD88 34 ASN: Promoting Inclusion and Equality in the Workplace in the HND H368 34 Learner Support: Managing Behaviour in a Support Setting has been added to the HNC and HND optional section HD89 34 ASN: Autistic Spectrum Disorder has been added to the HNC and HND optional section DM6D 34 Supporting Individuals with Autistic Spectrum Disorders has been removed from the HND as it is not current Access to 2 nd year of the HND via G0WL 15 HNC Social Care has been removed from Route 2 of the HND as it is not current Access to 2 nd year of the HND (Route 2) has been added for GK89 15 HNC Social Services and GK9T 15 HNC Childhood Practice Other general corrections have been made. | 14/6/16 |
| 06 | Revision of Units HNC/D: F1NX 34 Additional Support Needs: Lifelong Learning has been replaced by HD80 34 ASN: Lifelong Learning. F1VH 34 Additional Support Needs: Learning Approaches in the Design and Implementation of Programmes has been replaced by HD82 3.ASN: Approaches in the Planning and Facilitation of an Activity F2C8 34 Additional Support Needs: Health and Safety and Care Practice has been replaced by HD83 34 ASN: Health and Safety and Care Practices F1VP 34 Additional Support Needs: Supporting the Individual with Autistic Spectrum Disorders has been replaced by HD84 34 ASN: Supporting an Individual with Autistic Spectrum Disorder F1VL 35 Additional Support Needs: Policy and Social Services has been replaced by HD81 35 ASN: Policy and Social Services. F1VD 35 Additional Support Needs: Managing Quality has been | 25/04/16 |

| | | |
|----|--|-------------|
| | replaced by HD85 35 ASN: Managing Quality F1MH 35 Additional Support Needs: Collaborating with Other Agencies has been replaced by HD86 35 ASN: Collaborating with Other Agencies F2BK 35 Additional Support Needs: Effective Leadership and Management has been replaced by HD87 35 ASN: Effective Leadership and Management. All old units will lapse on 31/7/16 and finish on 31/07/2018 | |
| 05 | HNC <i>Care and Administrative Practice</i> GC9A 15 added to HND Access criteria. | 10/03/14 |
| 04 | Revision to Unit (HND): DH4G 34 <i>Research Skills</i> has been revised by F60A 34 and will finish on 31/07/2016. | 13/05/13 |
| 03 | Added to framework (Route 2): <i>Social Care</i> G0WL 15. <i>Additional Support Needs: Supporting the Individual: Graded Unit 1</i> F2CC 34. | 14/01/13 |
| 02 | HNC/D framework and Access arrangements clarified. | August 2011 |
| | | |

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1 Introduction

This is the Arrangements Document for the revised Group Awards in Additional Support Needs (ASN) which were validated in December 2006. This document refers to the two Group Awards: HNC Additional Support Needs: Supporting the Individual, and the HND Additional Support Needs: Managing and Supporting the Services. The document includes:

- ◆ background information on the development of the awards
- ◆ aims of the awards
- ◆ guidance on access
- ◆ details of the two Group Award structures
- ◆ guidance on delivery

2 Rationale for the revision of the Group Awards

2.1 Overview

The new awards represent a revision of the earlier awards (HNC Supporting Special Learning Needs and HND Supporting and Managing the Services) which have been updated to embrace the current needs of the sector and to reflect current initiatives and directives in this field. The new titles illustrate this in that they reflect the latest terminology used in this field in line with the Scottish Executive legislation thinking and legislation in 2004. The overriding objective of the revision was to ensure that the awards remain fit for purpose and equip candidates with the necessary skills and knowledge to work effectively in this field.

The HNC Additional Support Needs: Supporting the Individual and the HND Additional Support Needs: Managing and Supporting the Services, are industry-specific, specialised awards for people working or intending to work with individuals of all ages who require additional support needs in order to support their day to day lives be it in education, work, care and/or recreation. They are the only nationally recognised and certificated advanced awards for the Additional Support Needs sector in Scotland.

The awards are designed to prepare candidates for a wide range of employment opportunities in a range of settings:

- ◆ educational (mainstream and special school environments)
- ◆ independent and supported living settings
- ◆ care setting for individuals with a diverse range of needs

These awards prepare candidates to work with specific individuals within society at different ages and stages of the life cycle.

The awards equip candidates to work with individuals with additional support needs across the statutory services (Health, Education and Social Work) and the non-statutory (third sector agencies) which the individual with additional support needs may require to use at some point in his/her life. In this respect the awards are unique.

The awards are aimed at those who wish to embark on a career in broad fields of education and care including supported living and employment and at those who wish to develop the necessary skills to progress to further training and or employment in their chosen field.

2.2 Key factors

The revision of the awards was led by three key factors:

- i The need to re-visit the award in light of legislative changes.
- ii The need to re-visit in light of changes in day-to-day working practices within this field.
- iii The need to revise the structure in line with the new SQA Design Principles for Higher National Qualifications.

2.2.1 Legislative changes

In 2001, the Regulation of Care Act had an immediate impact on the way services were to be delivered to those with learning needs and on those who would deliver the services. The key difference was that people had the opportunity to remain within their community and this, backed by the previous Disability Discrimination Act (DDA), also meant all services and public and private institutions were now accessible to all. These developments led to challenges and opportunities for the service providers.

Many staff working in this professional area did not hold formal qualifications relating specifically to work with individuals with Additional Support Needs. Extensive additional requirements for staff training and, in particular, for registration were introduced in the Regulation of Care Act and a comparatively short timescale for achieving this was enforced upon employers if staff were to be retained in post. This need for relevant qualifications to give all branches of the field a 'confident, competent workforce' (SSSC slogan in 2005) has meant a review by SQA as to the suitability and relevance of the suite of qualifications in the wider social services field.

The service users also went through a name change led by the Additional Support Needs Act (2004) and Vulnerable Persons Act (2005). Other legislation, although not specific to those with additional needs also impact in their lives eg *It's Everyone's Job to Make Sure I'm Alright*, changes to Income Support and Disability Allowances.

2.2.2 Working practices

Candidates attending the full time and part time programmes across the colleges in Scotland by 2000 crossed all fields of social services — education, housing, social work as well as the full range of third sector services. The reason for the diversity of interest was the changes made by Social Work Departments, National Health Services and Education to their service provision as the Social Work departments closed Adult Training Centres and introduced programmes within a community based resource for their service users, the Course attracted many learners from that field. The new community homes into which 'patients' from long stay hospitals were being moved and which are now the norm, found that the nursing staff

allocated to staff these new homes were in need of CPD and accessed the Course as did many of the staff working in privately owned/commercially run homes.

Education Authorities found that the policy of inclusion led to a greater diversity of additional needs being faced by staff within mainstream schools and those with the PDA Support for Learning Assistant award needed further CPD. In some cases local authorities commissioned colleges to offer the award. Many staff also joined Courses at their own expense in order to improve and update their skills.

As the only awards which give specific training for working with individuals who have additional needs (learning difficulties and/or disabilities) this HNC and HND are valuable assets to the SQA portfolio.

2.3 SQA Design principles

The SQA Modernisation Programme for all Higher National qualifications required that all Higher National provision should be revised and updated in accordance with the new Design Principles. The two key dates for this modernisation were:

- ◆ December 2006 for the revision and revalidation of SQA-led, consortium developments
- ◆ December 2008 for the revision and validation of single-centre and collaborative developments

The revalidation of these awards was brought forward to meet the December 2006 deadline. The key changes in the Design Rules were to assign SCQF levels and credit points to each Unit and award and to introduce 'Graded Units'. The HNC is at SCQF level 7 and carries 96 SCQF credit points. It incorporates a Graded Unit at level 7 carrying 8 credit points. The HND is at SCQF level 8 and carries 240 credit points. It incorporates a double-credit Graded Unit (16 SCQF points) at level 8.

2.4 Market research

In accordance with SQA guidance, market research was undertaken to ensure that the revised qualifications met the needs of users and were fit for purpose.

A market research strategy was formulated by the HNC/HND Qualification Design Team. This research looked at two strands — (1) employment and (2) further study, and the relevance of the two awards to these strands.

A questionnaire was devised for both the employers and the Higher Education sectors. Responses were analysed by a consultant and findings were sent to the Qualifications Design Team, who then revised the draft frameworks based on the responses of the market research.

- 2.4.1** Employers within the private, third sector and public sector were approached across the areas covered by the design team. The sample was not Scotland wide but as the response was high (92%), the team felt the range and diversity of the employers who replied gave enough insight to inform the development process.

- 2.4.2** Two colleges who offer these awards have close links with Higher Education provision related to the ASN qualifications (Abertay University and Strathclyde University) and had pathways to degrees with these institutions. Their views were sought as to the appropriateness of the new structures enabling the link to continue.
- 2.4.3** The development team also took on board comments and suggestions made by the wide range of colleges who attend an initial meeting prior to revision work starting. Colleges fell into two camps — those offering the ‘old’ awards and those interested in starting to offer the awards due to volume of enquires as a result of the legislative changes. All had valuable insights which the design team were able to incorporate into the framework design.

2.5 Enhancing Work Practice

A key factor in the revision of the two awards was to ensure that the place of the development of practice skills within the awards was fully addressed. Both the Higher National Certificate and the Higher National Diploma combine theory and practice to ensure that candidates have the opportunity to develop and or improve relevant skills and knowledge which will enhance their practice in the workplace.

At Higher National Certificate level, workplace practice skills are developed through the mandatory Units:

F2CA 34 *ASN: Workplace Practice Experience*
 F2CC 34 *ASN: Supporting the Individual Graded Unit 1*

Further specific opportunities for skills development can be found in the optional Units:

HD83 34 *ASN: Health and Safety and Care Practices*
 DH3V 34 *ASN: Working in Partnership with People Who Have a Learning Disability*

At Higher National Diploma level, specific practice skills are developed through the mandatory Units:

F2C6 35 *ASN: Working in an Additional Support Needs Setting*
 HD86 35 *ASN: Collaborating with Other Agencies*
 F2C7 35 *ASN: Programme Planning*
 HD87 35 *ASN: Effective Leadership and Management*
 F2D0 35 *ASN: Managing and Supporting the Services Graded Unit 2*

Further specific opportunities for skills development are present in the following optional Units:

F16Y 34 *ASN: Understanding and Supporting Individuals with Dyslexia*
 HD84 34 *ASN: Supporting an Individual with Autistic Spectrum Disorder*
 DG5D 35 *ASN: Team Working in Care Settings*
 DP2V 35 *ASN: Manage and Understand the Implications of Autistic Spectrum Disorder*

3 Aims of the Group Awards

3.1 General aims of the Group Awards

The general aims of the HNC and HND are:

- ◆ to provide an opportunity for those employed in the broad educational field of social services working with, or for, those with additional support needs, to gain advanced competencies to meet the needs of individuals with ASN
- ◆ to provide specific learning experiences to achieve competencies and to develop a supportive attitude to staff and to individuals with ASN
- ◆ to develop professional awareness and to enhance career development for the candidate
- ◆ to provide progression opportunities from relevant non advanced and advanced training courses
- ◆ to develop awareness, sensitivity and empathy to work with a wide range of individuals with ASN who will access the spectrum of services (statutory and third sector) including education and social work
- ◆ to develop appropriate attitudes, skills and knowledge to work effectively and collaboratively with multi-disciplinary agencies within social services and education

3.2 Specific aims of the Group Awards

The specific aims of the HNC Additional Support Needs: Supporting the Individual are:

- ◆ to develop candidates' interpersonal and communication skills
- ◆ to acquire knowledge of statutory and third sector services and related legislation and policies
- ◆ to become familiar with the techniques of learning and teaching used in planning and presenting a learning programme across the range of learning environments
- ◆ to develop skills conducive to effective team work within the range of environments within social services and education
- ◆ to provide the candidate with practical experience in order to demonstrate the skills of the reflective practitioner
- ◆ to provide an opportunity for those who are not yet employed but who wish to undertake education and training to achieve recognised competencies to increase their employment chances

The specific aims of HND Additional Support Needs: Managing and Supporting the Services are:

- ◆ 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 third sector 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

3.3 Target groups

The HNC is aimed at candidates who would wish to enhance their skills while in employment or wishing to change career or start a career in the wide field of social services and education.

The target group for HNC includes:

- ◆ candidates working or wishing to work as an assistant within a mainstream school
- ◆ candidates working or wishing to work as an assistant in a specialised school
- ◆ candidates working or wishing to work as an assistant in social service settings
- ◆ candidates working or wishing to work in a community setting
- ◆ candidates who are considering a career, or career change, and who have an interest in working in any of the above

The HND is aimed at candidates who wish to develop their knowledge and skills with a view to moving into a more senior role or a management role within their field, or who are seeking a progression route to Higher Education. It is therefore suitable for the following groups of candidates:

- ◆ those working within the fields covering the range of social services such as day care centres, supported accommodation, respite care
- ◆ those applying for a promoted post within or across the field such as senior support assistant, depute co-ordinator within a day service, senior within a befriender scheme, head of a small third sector project
- ◆ those seeking formal recognition for their first line managerial role
- ◆ those who may use it for articulation to Higher Education

3.4 Employment opportunities

The HNC may provide employment opportunities for those working or wishing to work as an ASN support worker or assistant:

- ◆ within a mainstream school or college
- ◆ within a specialised school
- ◆ within a range of social service care settings
- ◆ within a range of community and/or third sector settings

The HND may also enhance employment prospects for:

- ◆ those working as supervisors/first line managers in an ASN setting
- ◆ those seeking promotion to a supervisory/management position

Additionally, a range of job roles exist relating to working with individuals with ASN and specific employment may be available as:

- ◆ a home liaison worker
- ◆ support assistant in the Public Sector in an ASN setting
- ◆ team leader
- ◆ visiting tutor with Hearing Impaired Service
- ◆ key worker within Adult Day Services
- ◆ volunteer co-ordinator
- ◆ support worker in third sector out of school club co-ordinator

4 Access to Group Awards

In setting out the access regulations, and in considering candidates for selection and admission to the award, presenting centres will need to ensure that each prospective candidate has sufficient academic ability and the appropriate personal qualities to meet the demands of the qualifications.

Note: It is **strongly** advised that due to recent changes within the care and education fields, the access awards listed should be those gained after 2000.

4.1 Higher National Certificate

It is recommended that the candidate should hold one of the following:

- ◆ PDA Support for Learning Assistant or PDA Classroom Assistant plus Communications at SCQF level 6 (or equivalent)
- ◆ A group of Units equivalent to a National qualification programme including Communications at SCQF level 6 (or equivalent)
- ◆ An SVQ 2 in a related field plus Communications at SCQF level 6 (or equivalent)
- ◆ At least two Highers, which should be a minimum of a C pass (one preferably English) plus evidence of practical work in an appropriate area

Note: Mature candidates who lack appropriate formal qualifications but whose relevant experience makes it likely that they will benefit from undertaking the award may be admitted after appropriate interview and at the discretion of the Course leader. Centres may wish to use Core Skills profiling to assist them in this process, and admission remains at the centre's discretion.

4.2 Higher National Diploma

Candidates will normally have completed the HNC ASN: Supporting the Individual G8P2 15. Candidates who present with the predecessor HNC G5ML 15 Supporting Learning Needs may seek credit transfer for the current HNC G8P2 15; however this will be at the Centre's discretion.

In particular situations the candidate may, instead, have successfully completed one of the following awards:

| | |
|---------|--------------------------------------|
| G7CX 15 | HNC Early Education and Childcare |
| G7ME 15 | HNC Social Care |
| G8CE 15 | HNC Health Care |
| GC9A 15 | HNC Care and Administrative Practice |
| GK9T 15 | HNC Childhood Practice |
| GK89 15 | HNC Social Services |
| GR4N 15 | HNC Healthcare Practice |

Note: The 12 credits for each Group Award listed can be used towards the Higher National Diploma. Where optional units from these group awards are also contained in the HND they cannot be counted twice.

| | | |
|----|---------|---|
| eg | DG5D 35 | Team Working in Care Settings |
| | DE3R 34 | Personal Development Planning |
| | DH3P 34 | Protection of Individuals from Possible Harm and Abuse |
| | DH3V 34 | Working in Partnership with People who have a Learning Disability |

4.3 Recommended Core Skills entry profile

The recommended Core Skills entry profile for the HNC is as follows:

| | |
|------------------------|--------------|
| Communication | SCQF level 5 |
| Numeracy | SCQF level 5 |
| Problem Solving | SCQF level 5 |
| Information Technology | SCQF level 5 |
| Working with Others | SCQF level 5 |

The recommended entry Core Skills profile has been set to reflect the minimum requirements of the new HN design principles. This level has been adopted as it allows candidates from a wide range of backgrounds to access the awards. It is recognised that not all candidates may have a certificated Core Skills profile particularly mature candidates/returners to work and/or education.

Candidates will be able to enhance their Core Skills profile while undertaking the awards. The Units will signpost the candidate to which Core Skills are embedded. The HNC/HND validation document also specifies which Core Skills are embedded in which core and option Units.

5 Group Awards structure

5.1 Framework for the HNC: Additional Support Needs: Supporting the Individual G8P2 15

Mandatory Units: 9 SQA credits to be achieved

| Unit title | Code | SCQF credit points | SCQF level | SQA credit value |
|---|---------|--------------------|------------|------------------|
| ASN: Principles of Practice | F1VE 34 | 16 | 7 | 2 |
| ASN: Theoretical Approaches to Learning | F2C9 34 | 16 | 7 | 2 |
| ASN: The Effects on Human Development | F1TW 34 | 16 | 7 | 2 |
| ASN: Workplace Practice Experience | F2CA 34 | 16 | 7 | 2 |
| ASN: Supporting the Individual: Graded Unit 1 | F2CC 34 | 8 | 7 | 1 |

A further 3 SQA credits are required to complete the HNC and are to be studied from the following Options Group below. Note, although these options can also be taken as part of the HND, they cannot be counted twice.

Optional Units HD84 34 and HD89 34 are restricted – learners can only undertake one of these Units as part of either the HNC or HND.

Optional Units: 3 SQA credits to be achieved

| Unit title | Code | SCQF credit points | SCQF level | SQA credit value |
|---|----------|--------------------|------------|------------------|
| ASN: Behaviour Analysis and Coping Strategies | F1MG 35 | 16 | 8 | 2 |
| ASN: Health & Safety and Care Practices | HD83 34* | 8 | 7 | 1 |
| ASN: Approaches in the Planning and Facilitation of an Activity | HD82 34* | 16 | 7 | 2 |
| Protection of Individuals from Possible Harm and Abuse | DH3P 34 | 8 | 7 | 1 |
| ASN: Communication Difficulties | F1VJ 34 | 8 | 7 | 1 |
| ASN: Roles and Functions in Teaching and Learning Environments | F1VC 34 | 16 | 7 | 2 |
| ASN: Purposes and Processes of Assessment | F2CM 34 | 8 | 7 | 1 |
| Working in Partnership with People who have a Learning Disability | DH3V 34 | 8 | 7 | 1 |
| Personal Development Planning | DE3R 34 | 8 | 7 | 1 |
| ASN: Promoting Inclusion and Equality in the Workplace | HD88 34 | 8 | 7 | 1 |
| Learner Support: Managing Behaviour in a Support Setting | H368 34 | 8 | 7 | 1 |
| ASN: Lifelong Learning | HD80 34* | 8 | 7 | 1 |
| ASN: Interpersonal Skills | F7NC 34 | 8 | 7 | 1 |
| ASN: Supporting an Individual with | HD84 34* | 8 | 7 | 1 |

| | | | | |
|---|----------------|---|---|---|
| Autistic Spectrum Disorders OR | | | | |
| ASN: Autistic Spectrum Disorder | HD89 34 | 8 | 7 | 1 |
| *Health Wellbeing and Safeguarding | H8MM 34 | 8 | 7 | 1 |

***Please refer to History of Changes**

5.2 Framework for the HND Additional Support Needs: Managing and Supporting the Services G8PA 16

There are two routes to achievement of the HND. Each route requires 30 SQA credits.

Route 1 is designed for those candidates who have completed the HNC Additional Support Needs: Supporting the Individual G8P2 15.

Route 2 is designed for those candidates who are accessing the HND by any of the six alternative HNCs listed in 4.2

Route 1 — Mandatory Units: 22 SQA credits to be achieved

| Unit title | Code | SCQF credit points | SCQF level | SQA credit value |
|---|----------|--------------------|------------|------------------|
| ASN: Programme Planning | F2C7 35 | 16 | 8 | 2 |
| ASN: Working in an Additional Support Needs Setting | F2C6 35 | 16 | 8 | 2 |
| Communication: Business Communication | H7TK 34 | 8 | 7 | 1 |
| ASN: Collaborating with Other Agencies | HD86 35* | 16 | 8 | 2 |
| ASN: Managing Quality | HD85 35* | 16 | 8 | 2 |
| ASN: Effective Leadership and Management | HD87 35* | 16 | 8 | 2 |
| ASN: Managing and Supporting the Services Graded Unit 2 | F2D0 35 | 16 | 8 | 2 |
| ASN: Principles of Practice | F1VE 34 | 16 | 7 | 2 |
| ASN: Theoretical Approaches to Learning | F2C9 34 | 16 | 7 | 2 |
| ASN: The Effects on Human Development | F1TW 34 | 16 | 7 | 2 |
| ASN: Workplace Practice Experience | F2CA 34 | 16 | 7 | 2 |
| ASN: Supporting the Individual Graded Unit 1 | F2CC 34 | 8 | 7 | 1 |

Route 1 — Optional Units: 8 SQA credits to be achieved

Group 1 — A minimum of 2 SQA credits to be achieved from this group

| Unit title | Code | SCQF credit points | SCQF level | SQA credit value |
|---|---------|--------------------|------------|------------------|
| Dyslexia: Understanding and Supporting Individuals with Dyslexia | F16Y 34 | 8 | 7 | 1 |
| Manage and Understand the Implications of Autistic Spectrum Disorders | DP2V 35 | 8 | 8 | 1 |

| Unit title | Code | SCQF credit points | SCQF level | SQA credit value |
|--|----------|--------------------|------------|------------------|
| Team Working in Care Settings | DG5D 35 | 8 | 8 | 1 |
| ASN: Promoting Inclusion and Equality in the Workplace | HD88 34 | 8 | 7 | 1 |
| ASN: Researching Post-16 Opportunities | F7ND 34 | 8 | 7 | 1 |
| Research Skills | J1NC 34* | 8 | 7 | 1 |
| ASN: Policy and Social Services | HD81 35* | 8 | 8 | 1 |

***Refer to History of Changes for revision changes.**

Group 2 — Up to 6 SQA credits to be achieved from this group

| Unit title | Code | SCQF credit points | SCQF level | SQA credit value |
|--|----------|--------------------|------------|------------------|
| ASN: Behaviour Analysis and Coping Strategies | F1MG 35 | 16 | 8 | 2 |
| ASN: Health and Safety and Care Practices | HD83 34* | 8 | 7 | 1 |
| ASN: Approaches in the Design and Implementation of an Activity | HD82 34* | 16 | 7 | 2 |
| Protection of Individuals from Possible Harm and Abuse | DH3P 34 | 8 | 7 | 1 |
| ASN: Communication Difficulties | F1VJ 34 | 8 | 7 | 1 |
| ASN: Roles and Functions in Teaching and Learning Environments | F1VC 34 | 16 | 7 | 2 |
| ASN: Purposes and Processes of Assessment | F2CM 34 | 8 | 7 | 1 |
| Working in Partnership with People who have a Learning Difficulty | DH3V 34 | 8 | 7 | 1 |
| Personal Development Planning | DE3R 34 | 8 | 7 | 1 |
| ASN: Lifelong Learning | HD80 34* | 8 | 7 | 1 |
| ASN: Interpersonal Skills | F7NC 34 | 8 | 7 | 1 |
| Learner Support: Managing Behaviour in a Support Setting | H368 34 | 8 | 7 | 1 |
| Health Wellbeing and Safeguarding | H8MM 34 | 8 | 7 | 1 |
| Restricted Optional Unit, Maximum of one Unit can be selected | | | | |
| ASN: Supporting an Individual with Autistic Spectrum Disorders OR | HD84 34* | 8 | 7 | 1 |
| ASN: Autistic Spectrum Disorder | HD89 34 | 8 | 7 | 1 |

G8PA 16 Route 2 — 30 SQA credits required

Mandatory Units — 25 SQA credit points to be achieved

Mandatory Section — 13 SQA credit points

| Unit title | Code | SCQF credit points | SCQF level | SQA credit value |
|---|----------|--------------------|------------|------------------|
| ASN: Programme Planning | F2C7 35 | 16 | 8 | 2 |
| ASN: Working in an Additional Support Needs Setting | F2C6 35 | 16 | 8 | 2 |
| Communication: Business Communication | H7TK 34 | 8 | 7 | 1 |
| ASN: Collaborating with Other Agencies | HD86 35* | 16 | 8 | 2 |
| ASN: Managing Quality | HD85 35* | 16 | 8 | 2 |
| ASN: Effective Leadership and Management | HD87 35* | 16 | 8 | 2 |
| ASN: Managing and Supporting the Services Graded Unit 2 | F2D0 35 | 16 | 8 | 2 |

Restricted Mandatory — HNC Options 12 SQA credit points required

| HNC title | Code | SCQF level | SQA credit value |
|----------------------------------|----------|------------|------------------|
| Health Care | G8CE 15 | 7 | 12 |
| Early Education and Childcare | G7CX 15 | 7 | 12 |
| Social Care | G7ME 15 | 7 | 12 |
| Social Services | GK89 15 | 7 | 12 |
| Care and Administrative Practice | GC9A 15 | 7 | 12 |
| Childhood Practice | GK9T 15 | 7 | 12 |
| Healthcare Practice | GR4N 15* | 7 | 12 |

Optional Units — 5 SQA credit points to be achieved

Group 1 — A minimum of 2 SQA credit points to be achieved from this group

| Unit title | Code | SCQF credit points | SCQF level | SQA credit value |
|---|----------|--------------------|------------|------------------|
| Dyslexia: Understanding and Supporting Individuals with Dyslexia | F16Y 34 | 8 | 7 | 1 |
| Manage and Understand the Implications of Autistic Spectrum Disorders | DP2V 35 | 8 | 8 | 1 |
| Team Working in Care Settings | DG5D 35 | 8 | 8 | 1 |
| ASN: Promoting Inclusion and Equality in the Workplace | HD88 34 | 8 | 7 | 1 |
| ASN: Researching Post-16 Opportunities | F7ND 34 | 8 | 7 | 1 |
| Research Skills | F60A 34* | 8 | 7 | 1 |
| ASN: Policy and Social Services | HD81 35* | 8 | 8 | 1 |
| ASN: Supporting the Individual: Grade | F2CC 34* | 8 | 7 | 1 |

| | | | | |
|-----------------------------------|---------|---|---|---|
| Unit 1 | | | | |
| Health Wellbeing and Safeguarding | H8MM 34 | 8 | 7 | 1 |

***Refer to History of Changes for revision changes.**

Group 2 — Up to 3 SQA credit points to be achieved

| Unit title | Code | SCQF credit points | SCQF level | SQA credit value |
|---|----------|--------------------|------------|------------------|
| ASN: Behaviour Analysis and Coping Strategies | F1MG 35 | 16 | 8 | 2 |
| ASN: Health and Safety and Care Practices | HD83 34* | 8 | 7 | 1 |
| ASN: Approaches in the Planning and Facilitation of Activities | HD82 34* | 16 | 7 | 2 |
| Protection of Individuals from Possible Harm and Abuse | DH3P 34 | 8 | 7 | 1 |
| ASN: Communication Difficulties | F1VJ 34 | 8 | 7 | 1 |
| ASN: Roles and Functions in Teaching and Learning Environments | F1VC 34 | 16 | 7 | 2 |
| ASN: Purposes and Processes of Assessment | F2CM 34 | 8 | 7 | 1 |
| Working in Partnership with People who have a Learning Difficulty | DH3V 34 | 8 | 7 | 1 |
| Personal Development Planning | DE3R 34 | 8 | 7 | 1 |
| ASN: Lifelong Learning | HD80 34* | 8 | 7 | 1 |
| | | | | |
| ASN: Interpersonal Skills | F7NC 34 | 8 | 7 | 1 |
| Learner Support: Managing Behaviour in a Support Setting | H368 34 | 8 | 7 | 1 |
| Restricted Optional Unit – Maximum of 1 Unit can be selected | | | | |
| ASN: Supporting an Individual with Autistic Spectrum Disorder OR | HD84 34* | 8 | 7 | 1 |
| ASN Autistic Spectrum Disorder | HD89 34 | 8 | 7 | 1 |

Graded Units

Under the new design principles all HNCs and HNDs must contain Graded Units. A Graded Unit is marked at level A, B or C and is also externally sampled and verified by SQA to ensure standardisation across centres offering the award.

- 1 Graded Unit 1 (HNC) at SCQF level 7: single SQA credit (8 SCQF points)
- 2 Graded Unit 2 (HND) at SCQF level 8: double SQA credit (16 SCQF points)

Centres must ensure that all candidates undertaking the HND, regardless of Route followed, achieve both the Graded Units as stipulated above.

5.3 Mapping information

The mapping of Unit content against the listed Core Skills signposting, aims of the awards and relevant Occupational Standards is shown in Appendices 1, 2 and 3.

5.4 Articulation, professional recognition and credit transfer

Both awards prepare candidates to access a diverse range of progression routes to more advanced study or employment.

Candidates who have completed the HNC may progress to the HND Additional Support Needs: Managing and Supporting the Services.

Candidates who have completed the HND may progress to study on a number of degree courses in Scotland and beyond.

The progression routes noted below are those taken by recent candidates, entry to Higher Education will be at the discretion of the receiving centre.

- ◆ BA Learning Difficulties/Disabilities at Abertay University, in conjunction with Adam Smith College (final year)
- ◆ BA Educational Studies at Strathclyde University (final year)
- ◆ BA Disability Studies at King Alfred College, Winchester
- ◆ Candidates have also used the HND as a stepping stone to a post-graduate teaching certificate.

Transition and credit transfer arrangements

The HND has been designed to allow access from a number of related HNCs (listed in 4.2). It is feasible that candidates may present with a version of one of these awards which predates the introduction of the new design principles and Graded Units. In this case, it has been agreed that candidates who did not undertake a Graded Unit as part of their HNC will require to achieve all the Graded Unit credits: that is one from the HNC at SCQF level 7 and two from the HND.

Implementing credit transfer

The following arrangements show an alternative route to certification which will only be available to candidates who have already completed the predecessor HNC, and should not be offered to any new candidates.

Candidates transferring from an existing 12 credit HNC to the new HND must achieve the full 30 credits for the HND.

All other conditions of award for the new HND must be met, ie achieving the required number of Unit credits at the appropriate SCQF level. For the HND, a minimum of 64 SCQF credit points (8 Unit credits) must be achieved at SCQF level 8.

Centres should:

- ◆ use the guidance published in the HNC/HND Arrangements Document to give credit transfer for the previously achieved Units within the current rules HNC where appropriate
- ◆ agree with the candidates which Units within the new HND award structure require to be undertaken to meet the conditions of the award. This must include the SCQF level 8 Graded Unit(s) (16 SCQF credit points)
- ◆ enter, or transfer, the candidate to the new award
- ◆ assess the candidate for the remaining Units including the level 8 Graded Unit(s)

- ◆ process the results as normal, listing the Units for the new award which have been achieved or credited

6 Approaches to delivery and assessment

The HNC and HND allow candidates to develop skills and knowledge in the core areas of supporting learning.

Candidates can augment these studies by selecting from the range of optional Units and candidates undertaking either the HNC/HND may study a variety of Units in related areas (although these will not contribute to the ASN qualifications) eg Occupational Therapy Support, Early Education, Social Care, Health Care and Housing, as well as skills in professional practice in order to develop a wider skills base.

Relationship with other awards

In order to facilitate progression opportunities for candidates who have studied for other qualifications or have other experience in related areas, the following Units have been imported from other SQA awards. These are:

- DH3P 34 *Protection of an Individual from Harm and Abuse* (HNC Social Care)
- DH3V 34 *Working in Partnership with People who have a Learning Difficulty* (HNC Social Care)
- DE3R 34 *Personal Development Planning* (generic SQA Unit)
- DG5D 35 *Team Working In Care Settings* (HNC Social Care)

Although the Units in both the HNC and the HND are designed and intended to be delivered as part of the respective Group Awards it is possible for them to be delivered as stand-alone Units as part of a candidate's individual CPD programme.

7 General information for centres

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found on the SQA website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment and Quality Assurance for Colleges of Further Education* (www.sqa.org.uk).

8 General information for candidates

Centres should provide their own information on the Units being delivered for each of the awards and could adapt and expand on the information below.

The Group Award HNC Additional Support Needs: Supporting the Individual is at SCQF level 7 and will provide you with the knowledge and understanding and practical skills required to work in a supportive role in a wide range of settings. The award is comprised of a mandatory section of five Units (totalling 9 SQA credits) and an optional section of 15 Units from which you must complete 3 SQA credits, ie you will require to complete Units to the value of 12 SQA credits. The assessments for the award are varied and include both practical assessment and report writing.

The Group Award: HND Additional Support Needs: Managing and Supporting the Services is at SCQF level 8 and provides you with the knowledge and skills required to work at a more senior level within an Additional Support Needs setting. In order to be considered for this award you will normally have completed the HNC Additional Support Needs: Supporting the Individual, or another related HNC. The HND is comprised of 30 Unit credits, 12 of which are obtained from the HNC. As with the HNC, the assessment for each Unit is comprised of written assessment and/or practical work.

Those undertaking the course on a full time basis will, in discussion with the college spend time in an appropriate placement. Those undertaking the HNC or HND on a part time basis will require to be in employment (paid or third sector) which involves significant working relationship with individuals with additional support needs.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Unit: Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Core Skill Unit: This is a Unit that is written to cover one or more particular Core Skills, eg HN Units in Information Technology or Communications.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/D from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

10 Appendices

Appendix 1: Core Skills Mapping

Appendix 2: Relationship of HNC Specific Aims to Core Units

Appendix 3: Mapping to National Occupational Standards

Appendix 1: Core Skills Mapping

Note: 's' = 'signposted'

| HNC Core Units | Principles of Practice | Theoretical Approaches | Effects on Human Development | Workplace Practice | Graded Unit |
|--|------------------------|------------------------|------------------------------|--------------------|-------------|
| Communication | | | | s | s |
| Working with Others | | s | s | s | s |
| Problem Solving | s | s | s | s | s |
| Information and Communication Technology | | | | s | s |
| Numeracy | | | | s | s |

| HNC and HND option Units | Analysis & management of Behaviour | Health& Safety and Protection Practices | Enabling Individuals to access Aesthetic Activities | Learning Approaches | Interpersonal skills | Protection of Individuals from abuse |
|--|---|--|--|----------------------------|-----------------------------|---|
| Communication | s | s | s | s | s | |
| Working with others | s | s | s | s | s | s |
| Problem Solving | s | s | s | s | s | |
| Information and Communication Technology | | | | s | | |
| Numeracy | | s | | | | |

| HNC and HND option Units | Communication Difficulties | Roles & Functions | Purposes & processes of Assessment | Working in Partnership | Personal Development Planning | Lifelong Learning |
|---------------------------------|-----------------------------------|------------------------------|---|-------------------------------|--------------------------------------|--------------------------|
| Communications | s | s | s | s | s | s |
| Working with Others | | s | s | s | s | s |
| Problem Solving | s | s | s | s | s | s |
| Information Technology | | | s | s | s | s |
| Numeracy | | | s | | s | |

| HND Core Units | Programme Planning | Working in an ASN setting | Communication | Collaborating with Other agencies | Managing Quality | Effective Leadership | Graded Unit |
|------------------------|---------------------------|----------------------------------|----------------------|--|-------------------------|-----------------------------|--------------------|
| Communication | s | s | s | s | s | s | s |
| Working with others | s | s | s | s | s | s | |
| Problem Solving | s | s | s | s | s | s | |
| Information Technology | | s | s | | s | s | |
| Numeracy | | s | | | s | s | s |

Appendix 2: Relationship of HNC Specific Aims to Core Units

(please note all titles have been abbreviated)

| Specific Aims | Principles of Practice | Theoretical Approaches | Effects on Human Development | Workplace Practice | Graded Unit |
|--|------------------------|------------------------|------------------------------|--------------------|-------------|
| To develop candidates interpersonal & communication skills | | | | | X |
| To provide an opportunity to increase employment opportunities | X | X | X | X | X |
| To acquire knowledge of statutory & third sector services & related legislation & policies | X | X | | X | X |
| To become familiar with the techniques of learning & teaching used in planning & presenting a learning programme | | X | | X | X |
| To develop skills conducive to effective team work within the range of environments within social services & education | X | X | | X | X |
| To provide the candidate with practical experience in order to demonstrate the skills of a reflective practitioner. | | | X | X | X |

Relationship of HND Specific Aim to Core Units

| Specific Aim | ASN: Programme Planning | Working in an ASN setting | Communication | Collaborating with agencies | Managing Quality | Effective Leadership | Graded Unit |
|--|-------------------------------|------------------------------|---------------|--------------------------------|---------------------|-------------------------|-------------|
| To develop first line managerial skills | | x | x | x | x | x | x |
| To develop interpersonal & communication skills | | x | x | x | | x | |
| To develop ability to manage meetings & present reports | | | x | | x | x | |
| To develop human resource management | | x | x | | x | x | |
| To design, implement & lead staff in undertaking & evaluating learning experiences | x | x | x | | x | x | x |
| To research relationship between statutory & third sector through legislation | x | x | | x | x | | x |
| To provide candidate with practical experience | x | x | | x | | | x |

HND only Options

| Specific Aim | Understanding & Supporting Dyslexia | Supporting Individuals with ASD | Manage & Understand ASD | Teamworking in a ASN Setting | Learner Support: legislation | Researching post 16 Opportunities | ASN Policy & Social Services |
|--|-------------------------------------|---------------------------------|-------------------------|------------------------------|------------------------------|-----------------------------------|------------------------------|
| To develop first line managerial skills | | | x | x | | | x |
| To develop interpersonal & communication skills | | | x | x | | x | x |
| To develop ability to manage meetings & present reports | | | x | x | x | | |
| To develop human resource management | | | x | x | x | | x |
| To design, implement & lead staff in undertaking & evaluating learning experiences | x | x | x | | | | |
| To research relationship between statutory & third sector through legislation | | | | | x | x | x |
| To provide candidate with practical experience | x | x | | x | | | |

HNC and HND Option Units

| Specific Aims | Analysis & management of Behaviour | Health & Safety and Protection practices | Enabling Individuals to access Aesthetic Activities | Learning Approaches | Interpersonal skills | Protection of Individuals from abuse |
|--|---|---|--|----------------------------|-----------------------------|---|
| To develop candidates interpersonal & communication skills | | | X | | X | X |
| To provide an opportunity to increase employment opportunities | X | X | X | X | X | X |
| To acquire knowledge of statutory & third sector services & related legislation & policies | | X | | X | | X |
| To become familiar with the techniques of learning & teaching used in planning & presenting a learning programme | X | X | X | X | X | |
| To develop skills conducive to effective team work within the range of environments within social services & education | | X | | X | X | X |
| To provide the candidate with practical experience in order to demonstrate the skills of a reflective practitioner. | X | X | X | X | X | |

HNC/D Options continued

| Specific Aims | Communication Difficulties | Roles & Functions | Purposes & processes of Assessment | Working in Partnership | Personal Development Planning | Lifelong Learning |
|--|----------------------------|-------------------|------------------------------------|------------------------|-------------------------------|-------------------|
| To develop candidates interpersonal & communication skills | | x | | | x | |
| To provide an opportunity to increase employment opportunities | x | x | x | X | x | x |
| To acquire knowledge of statutory & third sector services & related legislation & policies | x | x | x | X | | x |
| To become familiar with the techniques of learning & teaching used in planning & presenting a learning programme | | x | x | X | x | x |
| To develop skills conducive to effective team work within the range of environments within social services & education | | x | x | X | x | |
| To provide the candidate with practical experience in order to demonstrate the skills of a reflective practitioner. | | | x | X | x | |