

Higher National Unit Specification

Additional Support Needs: Positive Support Strategies for Children and Young People

(SCQF level 7)

Unit code: J8G8 47
SCQF level: 7 (8 SCQF credits)
Valid from: session 2024 to 2025

Prototype unit specification for use in pilot delivery only (version 1.0) September 2024

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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Unit purpose

This unit enables learners to develop their understanding of additional support needs in children and young people, and to meet those needs in practice. Learners develop an understanding of the challenges children and young people with additional support needs experience, and how they can result in behaviours of concern. This unit is for learners who would like to gain knowledge and skills to work effectively with children and young people with additional support needs, and implement positive strategies to improve wellbeing and outcomes. Learners may already work in a suitable social service or childhood practice setting.

Entry to the unit is at your centre's discretion; however, we recommend that learners have relevant qualifications at SCQF level 6 or experience of working in the social services or childhood practice sector, supporting individuals with additional support needs.

Learners who complete this unit as part of the Higher National Certificate (HNC) Social Services or HNC Childhood Practice may have the opportunity to progress to further learning, including Higher National Diploma (HND) or degree level courses.

Unit outcomes

Learners who complete this unit can:

- 1 explain the term 'additional support needs', linking to current theory
- 2 describe positive strategies and resources that can provide positive outcomes for children and young people with additional support needs
- 3 implement a positive and meaningful support strategy for a child or young person with additional support needs
- 4 evaluate the positive support strategy for a child or young person with additional support needs

Evidence requirements

Learners' evidence for the unit must cover the knowledge and skills across all outcomes, while working with a child or young person in a practice setting.

Learners must provide knowledge and product evidence for the unit.

Knowledge evidence

All outcomes

The knowledge evidence relates to all outcomes and is the underpinning knowledge for the product evidence. The knowledge evidence could be oral or written, or a combination of both, and captured in a range of media.

To successfully achieve these outcomes, learners must demonstrate the following evidence:

- ◆ Describe additional support needs with reference to current theory, including developmental stages.
- ◆ Describe factors that can cause both long-term and short-term additional support needs.
- ◆ Define behaviours of concern, including factors that may impact the emotional or physical responses of an individual.

Product evidence

Outcomes 3 and 4

In addition to knowledge evidence, learners must provide product evidence for outcomes 3 and 4. The product evidence includes the following:

- ◆ A plan detailing a positive and meaningful support strategy developed by the learner to support an individual with additional support needs.
- ◆ An evaluation of how they implemented a positive and meaningful support strategy for a child or young person with additional support needs.

In their plans, learners must demonstrate that they:

- ◆ have considered the specific additional support needs of the child or young person, based on observations
- ◆ have discussed strategies to support the child or young person, including collaborative working
- ◆ have developed a person-centred, positive support strategy to assist the child or young person

Learners must implement a positive and meaningful support strategy to improve the child or young person's wellbeing and outcomes based on the plan they have developed.

In their evaluation, learners:

- ◆ explain ways in which additional support needs can impact behaviour, considering hereditary, genetic, multifactorial aspects in the context of children and young people's holistic development, including physical, emotional, social, linguistic and cognitive development
- ◆ evaluate the positive support strategy and describe how the strategy could be developed or extended to take account of the changing needs of the child or young person

Evidence can be gathered over a period of time in lightly-controlled conditions, with authentication by a witness from the work situation or placement.

Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

| Knowledge | Skills |
|--|---|
| <p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the definition of additional support needs ◆ the basic needs of children (five categories of need) ◆ current theory relating to the child or young person’s needs ◆ developmental stages and strands ◆ a range of circumstances that require additional support, including hereditary, genetic and multifactorial aspects | <p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ research relevant theory through independent or group research ◆ use research skills to investigate additional support needs and suitable strategies |
| <p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ a range of positive strategies to support children and young people ◆ resources available to support children and young people with behaviours of concern, including human resources, and approaches to learning and teaching ◆ trauma-informed practice ◆ the importance of partnership with parents and carers in the assessment and decision-making process relating to behaviour management ◆ the involvement of outside agencies, including community learning and development ◆ the available support from multi-disciplinary professional and agency teams | <p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ use research skills to investigate additional support needs and suitable strategies ◆ carry out individual research ◆ gather information and generate conclusions |
| <p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the specific needs of the child or young person they are supporting, considering developmental stages and strands | <p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ work collaboratively with others |

| Knowledge | Skills |
|--|--|
| <p>Outcome 3 (continued) Learners should understand:</p> <ul style="list-style-type: none"> ◆ how to develop strategies and improve them to suit the needs of an individual | <p>Outcome 3 (continued) Learners can:</p> <ul style="list-style-type: none"> ◆ communicate effectively with childhood practice professionals, parents and carers ◆ apply knowledge to practice for implementation of a positive support strategy ◆ work as part of a team ◆ carry out observations, reflect and evaluate ◆ respond to the differing needs of children ◆ gather information and generate conclusions ◆ reflect on the impact of behaviour on the individual ◆ plan and develop a positive support strategy to reduce behaviours of concern and improve the outcomes for a child or young person with additional support needs |
| <p>Outcome 4 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the importance of recording and monitoring procedures ◆ how and why information is collated and evaluated | <p>Outcome 4 Learners can:</p> <ul style="list-style-type: none"> ◆ evaluate a positive support strategy they have implemented ◆ reflect on their own skills and knowledge ◆ respect the importance of integrated working and collaborative practice in childhood practice settings ◆ consider how to further develop a strategy in the future ◆ use recorded information to monitor changes in behaviour |

Meta-skills

Throughout the unit, learners develop meta-skills to enhance their employability in the childhood practice sector.

Self-management

This meta-skill includes:

- ◆ focusing: sorting and filtering information required for research purposes
- ◆ integrity: discussing additional support needs and the strategies used
- ◆ adapting: using reflection while working with children or young people with additional support needs
- ◆ initiative: self-motivation while completing research, independent thinking using strategies for supporting individuals

Social intelligence

This meta-skill includes:

- ◆ communicating: listening and receiving information from a variety of sources, giving information to others in an appropriate format
- ◆ feeling: using empathy and social conscience when supporting children or young people with additional support needs
- ◆ collaborating: teamwork during group tasks and assessments

Innovation

This meta-skill includes:

- ◆ curiosity: information sourcing and observations carried out for assessments
- ◆ creativity: ideas, innovation when discussing strategies for supporting individuals
- ◆ sense-making: analysis of information from a wide variety of sources and holistic thinking across the whole development of the individual
- ◆ critical thinking: logical thinking, making judgements when discussing and participating in strategies to support individuals

Delivery of unit

You can deliver this unit as a stand-alone unit or as an optional unit in the HNC Childhood Practice. When you deliver the unit as part of the group award, you can integrate delivery with the optional units and remaining mandatory units.

The unit provides some of the underpinning knowledge for the Scottish Vocational Qualification (SVQ) units:

- ◆ Promote Health, Safety and Security in the Work Setting at SCQF level 7
- ◆ Promote Effective Communication at SCQF level 7
- ◆ Develop your Practice through Reflection and Learning at SCQF level 7

We recommend that you deliver this unit through lectures, group work, practical classroom activities, visiting speakers and visits to appropriate practice settings. There are a variety of media resources that you can use to support delivery. We encourage some self-directed learning and guided research to ensure learners recognise the importance of this to their own self-development.

Learners must have a placement during delivery of this unit, to enable them to link theory to practice.

The notional design length of the unit is 40 hours, however, the amount of time you allocate to each outcome is at your discretion. We suggest the following distribution of time, including assessment:

Outcome 1 — Explain the term ‘additional support needs’, linking to current theory.
(10 hours)

Outcome 2 — Describe strategies and resources that can provide positive outcomes for children and young people with additional support needs.
(10 hours)

Outcome 3 — Implement a positive and meaningful support strategy for a child or young person with additional support needs.
(10 hours)

Outcome 4 — Evaluate the positive support strategy for a child or young person with additional support needs.
(10 hours)

Professional recognition

This unit forms part of the HNC Childhood Practice. The HNC Childhood Practice meet registration requirements for the Scottish Social Services Council (SSSC).

Additional guidance

The guidance in this section is not mandatory.

This unit helps learners gain a broad knowledge and understanding of additional support needs and behaviours of concern in children and young people. Learners investigate additional support needs and behaviours of concern in relation to current theory, such as, but not limited to, Bandura, Pavlov, Skinner, and John B. Watson.

The unit helps learners gain a broad knowledge of strategies to support children and young people with additional support needs.

The unit enables learners to explore agencies and professionals engaged in offering support to children and young people with additional support needs, as well as their families or carers. Learners also gain skills in working in a team and completing professional observations of children and significant others.

Learners must implement a strategy that is suitable for a child or young person, considering:

- ◆ theoretical perspectives
- ◆ policy and procedures

Learners must focus on changes they can implement to improve the outcomes for the child or young person, such as teaching a functionally equivalent skill. The learner develops skills in collaborating with others and confirming the views, needs and preferences of the individual.

We recommend that if you deliver the unit as a stand-alone unit, you should assess the outcomes holistically. If you deliver it as part of the group award, we recommend that you integrate it with the mandatory units. You can fully integrate the unit with the sector-specific unit of the HNC Childhood Practice (Pedagogy in Practice at SCQF level 7).

You can also integrate the unit with some of the optional units of the SVQ Social Services (Children and Young People) at SCQF level 7, particularly Promote Positive Behaviour at SCQF level 8 or Promote the Development of Positive Behaviour in Children and Young People at SCQF level 8.

You should assess learners through a project detailing the specific additional support need of a child or young person. Furthermore, through observation, learners should evaluate their findings, and plan and implement a positive support strategy to support the child or young person. Lastly, learners evaluate this positive support strategy.

Any forms included as evidence should be anonymised. An appropriate person in the work practice situation or placement should authenticate completed documentation.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the [assessment arrangements](#) web page.

Information for learners

Additional Support Needs: Positive Support Strategies for Children and Young People (SCQF Level 7)

This information explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start
- ◆ what you need to do during the unit
- ◆ opportunities for further learning and employment

Unit information

This unit gives you knowledge and understanding of additional support needs in the context of children and young people, and teaches you how to meet those needs in practice in relation to current theory. You learn about strategies to support children and young people with additional support needs. The unit also supports you to explore agencies and professionals engaged in offering support to children and young people with additional support needs and their families.

On completion of the unit, you can:

- 1 explain the term 'additional support needs', linking to current theory
- 2 describe positive strategies and resources that can provide positive outcomes for children and young people with additional support needs
- 3 implement a positive and meaningful support strategy for a child or young person with additional support needs
- 4 evaluate the positive support strategy for a child or young person with additional support needs

Entry to the unit is at your centre's discretion; however, recommended entry may include qualifications at SCQF level 6 or experience of working in the care or education sector, supporting individuals who require strategies to positively support them. You must reflect on your work with an individual in a work placement or work practice situation.

To achieve the unit, you must provide evidence of your knowledge and skills, while supporting an individual by implementing and evaluating positive support strategies.

The Higher National Certificate (HNC) Childhood Practice is a recognised qualification for registration with the Scottish Social Services Council (SSSC) and employment in social service and early years sectors.

On completion of the unit as part of the HNC Childhood Practice, you may have the opportunity to progress to further learning, including the Higher National Diploma (HND) or degree level courses.

Administrative information

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Superclass: PT

History of changes

| Version | Description of change | Date |
|---------|--|----------------|
| 1.0 | Changes to credit sizing of unit, resulting in changes to outcomes, evidence requirements and unit code. | September 2024 |
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