

Higher National Unit Specification

General information for centres

Unit title: Promoting Inclusiveness for Learners with Additional Support Needs

Unit code: F13K 36

Unit purpose: This Unit is designed to enable candidates to develop the skills and knowledge required to undertake effective assessments of learners' additional support needs, to devise strategies to support the learner and to assist in the design, delivery and review of individual learning environments. It will also enable them to develop the skills and knowledge required to take action to challenge prejudice and discrimination and promote inclusion and diversity. Candidates would normally be education or training practitioners who are actively involved in assessing the additional support needs of learners, in the context of disability.

This Unit can only be offered in a centre recognised as suitable by the Further Education Professional Development Forum.

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

- 1 Demonstrate a critical understanding of college policies, plans and procedures in promoting learning and equality for people with disabilities.
- 2 Identify and analyse own attitudes, values, beliefs and behaviour and assess their impact on challenging prejudice and discrimination on the grounds of disability.
- 3 Assess learners' support needs.

Credit points and level: 2 HN Credits at SCQF level 9: (16 SCQF credit points at SCQF level 9*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to be working towards or have completed a Teaching Qualification in Further Education TQ (FE) or a Professional Development Award for teaching in further education or have a regular role in the support of students in the college sector.

Core Skills: There are opportunities to develop the Core Skills of Problem Solving, Communication and Working with Others at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

General information for centres (cont)

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.

This is a mandatory Unit in PDA Inclusiveness: Facilitating Strategies to Support Learners with Additional Needs: SCQF level 9 and it is recommended that it should be taught and assessed within this framework. Delivery of this Unit can be integrated with the Unit, Facilitate Inclusive Learning Strategies. The principal context will be the learning environment.

Assessment: This Unit will be assessed by written/oral and performance evidence. Written/oral and performance evidence will be in the form of a report of about 1500 words for Outcomes 1 and 2, professional discussion or presentation. For Outcome 3 candidates will be assessed on written reports, by observation of assessing learners' additional support needs and recording activity in a diary/log book. There must be arrangements in place to ensure the authenticity of the work produced.

Higher National Unit specification: statement of standards

Unit title: Promoting Inclusiveness for Learners with Additional Support Needs

Unit code: F13K 36

The sections of the Unit stating the Outcomes, knowledge and/or skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Demonstrate a critical understanding of college policies, plans and procedures in promoting learning and equality for people with disabilities

Knowledge and/or skills

- ◆ European directives and national legislation
- ◆ key agency codes of practice
- ◆ good practice guidelines
- ◆ college policies and procedures
- ◆ SWOT analysis
- ◆ action planning

Outcome 2

Identify and analyse own attitudes, values, beliefs and behaviour and assess their impact on challenging prejudice and discrimination on the grounds of disability

Knowledge and/or skills

- ◆ Different sets of values, belief systems, world-views, attitudes and behaviours
- ◆ Forms of direct and indirect discrimination
- ◆ The risks and causes of direct and indirect discrimination
- ◆ Strategies for recognising, resisting and challenging prejudice and discrimination
- ◆ Ways of promoting openness, trust and respect
- ◆ Ways of promoting equality in learning, teaching and assessment in relation to disabilities
- ◆ Reflective practice

Evidence Requirements

Candidates will provide written/oral evidence covering the knowledge and skills section, in which they explain the purpose and significance of current legislation and codes of practice as they relate to the role of college staff.

Higher National Unit specification: statement of standards (cont)

Unit title: Promoting Inclusiveness for Learners with Additional Support Needs

Candidates will provide performance evidence of being able to:

- (a) Critically reflect on the effectiveness of college policies, plans and procedures in promoting learning and equality for people with disabilities. They should carry out an organisational analysis and draw up recommendations for action and a personal action plan with timescales and targets.
- (b) Review and evaluate their own work practice and identify the extent to which it challenges prejudice and discrimination on the grounds of disability. They should detail how they have responded to at least 2 situations where they have challenged prejudice or discrimination on the grounds of disability, referring to college policies and procedures.

The written/oral and performance evidence should be in the form of a report of about 1500 words, excluding appendices, or the equivalent derived from a professional discussion or oral presentation.

Reference should be made to relevant legislation and college policies and procedures. Bibliographical references to relevant reading should be compiled using the Harvard system of referencing.

Assessment guidelines

It is recommended that the report should include reference to the location and size of the organisation, staffing, the student population and subjects on offer. It may also include details of staff training, evidence of 'Whole College' approach and links with external agencies. The organisational analysis may take the form of a SWOT analysis and included as an appendix to the report. The length of report should be within $\pm 10\%$ of 1500 words.

Outcome 3

Assess learners' additional support needs

Knowledge and/or skills

- ◆ Strategies for assessment of learners' additional support needs
- ◆ Types and purposes of assessment
- ◆ Sources of evidence
- ◆ Gathering & interpreting evidence
- ◆ Pre-assessment preparation
- ◆ Quality assurance
- ◆ Questioning techniques
- ◆ Assessment techniques
- ◆ Factors that facilitate and inhibit learning in the context of disability
- ◆ Assistive tools and techniques and other supports
- ◆ Writing assessment reports

Higher National Unit specification: statement of standards (cont)

Unit title: Promoting Inclusiveness for Learners with Additional Support Needs

Evidence Requirements

Candidates will provide performance evidence by undertaking needs assessments for a minimum of nine learners, three of which must be observed. The candidate should:

- (a) identify the problems or barriers presented by the current learning experience or environment for the individual student.
- (b) generate ideas about how those problems or barriers might be overcome — through consideration of evidence, discussion and practical evaluation.
- (c) consider the options and make recommendations about the most suitable study aids and strategies for this individual.

Candidates will provide written evidence in the form of:

- (d) a minimum of nine assessment reports — the written assessment reports should meet the relevant standard in relation to the Disabled Students' Allowance (DSA), or its equivalent, that is required by, for example, the Students Award Agency in Scotland (SAAS).
- (e) a log/diary of activity.

Evidence must be generated in the workplace.

Assessment guidelines

Assessment of the candidate's ability to carry out effective assessments should be recorded on a checklist.

Administrative Information

Unit code:	F13K 36
Unit title:	Promoting Inclusiveness for Learners with Additional Support Needs
Superclass category:	GA
Original date of publication:	December 2006
Version:	01

History of Changes:

Version	Description of change	Date

Source: SQA

© Scottish Qualifications Authority 2006

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

Higher National Unit specification: support notes

Unit title: Promoting Inclusiveness for Learners with Additional Support Needs

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 80 hours.

Guidance on the content and context for this Unit

The content of this Unit is based on the 'Professional Standards for Continuing Professional Development (CPD)', published by the Scottish Executive in June 2006, specifically the Standards for 'Managing and Inclusive Learning Environment' and 'Promoting Learning and Equality for People with Disabilities' <http://www.fepdfscotland.co.uk/professionalstandards.htm>.

It is designed for candidates who already undertake, or who anticipate undertaking, assessments of learners' additional support needs, devising strategies to support the learner and assisting in the design, delivery and review of individual learning environments. It will enable them to develop the skills and knowledge required to take action to challenge prejudice and discrimination and promote inclusion and diversity.

The principal context will be the learning environment. The candidate should have access to a workplace where evidence to meet the Outcomes can be generated. Integration in the delivery and assessment of the Units Facilitate Inclusive Learning Strategies and Promoting Inclusiveness for Learners with Additional Support Needs is recommended.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

Outcome 1

- ◆ European directives and national legislation, for example:
 - The Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) <http://www.opsi.gov.uk/acts/acts2001/20010010.htm>
 - The Education (Additional Support for Learning Act) (Scotland) 2004 and its Code of Practice <http://www.scotland.gov.uk/publications/2004/06/19516/39190>

Higher National Unit specification: support notes (cont)

Unit title: Promoting Inclusiveness for Learners with Additional Support Needs

- ◆ key agency codes of practice and good practice guidelines, applicable to educational institutions from specialist advisory bodies including
 - Beattie Committee Report: Implementing Inclusiveness; Realising Potential
<http://www.scotland.gov.uk/library2/doc04/bere-00.htm>
 - Identifying Learning and Support needs: a digest of assessment tools (Beattie Implementing Inclusiveness)
 - Unlocking Opportunity (2006) — a Review of Scotland's Colleges
<http://www.scotland.gov.uk/Publications/2006/10/02110410/0>
 - RNIB Accessibility Criteria
http://www.rnib.org.uk/xpedio/groups/public/documents/publicWebsite/public_seeitright.hcsp
- ◆ alternative assessment arrangements; formats; inclusive curriculum and materials; representations
- ◆ responsibilities: individual; organisation

Outcome 2

- ◆ attitudes: stereotypes; generalisation; prejudice; assumptions; labelling; identities (own and others); self-image; expectations; openness; empathy
- ◆ behaviours: forms of discrimination; inclusive and exclusive language and practice; dependency; patronising behaviours; promotion of independence; empowerment; consultation; anticipatory practice; responsiveness; willingness to change
- ◆ impact: participation; engagement; performance; retention; satisfaction; achievement; progression; post-course destination
- ◆ discrimination: direct and indirect; physical and emotional, personal and institutional; bias, prejudice, stereotyping

Outcome 3

- ◆ assessment hypotheses as a basis for identification of learning needs and planning of appropriate interventions
- ◆ types of assessment: Outcome-based; screening; diagnostic; needs-led; progress monitoring
- ◆ Sources of evidence: diagnostic reports; results — from tests or examinations; account(s) of previous experience(s); transitional information — from those who have worked with the student in the past; personal account/history; samples of work
- ◆ knowing what to look for from a piece of evidence, and how to obtain further information if required
- ◆ being able to gauge the 'value' or relative importance of a piece of evidence
- ◆ understanding how to relate the evidence supplied to the subsequent assessment of needs
- ◆ writing: mechanics/dexterity; legibility; composition; note-taking; experience of alternatives to handwriting
- ◆ mobility: use of aids; degree of restriction; posture; comfort in sitting; positioning
- ◆ reading: level; pace; expertise; confidence

Higher National Unit specification: support notes (cont)

Unit title: Promoting Inclusiveness for Learners with Additional Support Needs

- ◆ study skills: organisation of ideas; planning; computer literacy and confidence; existing strategies
- ◆ memory and concentration: short-term/long-term; reliability of recall; recording/coding; attention span
- ◆ communication: receptive (attention/insight); expressive (oral/speech/fluency; use of augmentative aids; sociability
- ◆ hearing: use of aids; degree of loss
- ◆ vision: use of aids; degree of loss
- ◆ pain management: medication; use of alternative therapies
- ◆ stamina: fatigue
- ◆ assistive technologies, eg adaptations to input devices, specialised software, adaptations to output devices
- ◆ writing assessment reports ie study aids and study strategies assessment report for the Disabled Students' Allowance (DSA)

Guidance on the delivery and assessment of this Unit

Candidates should be encouraged to generate evidence of achievement from the workplace. Assessments must not be carried out as case studies, simulations or theoretical exercises.

Direct observation, oral questioning, written/documentary evidence and professional discussion would be appropriate methods of assessment for this Unit. The candidate must also keep a reflective diary describing his/her performance. This form of record would need to be substantiated by an authorised source.

This is a practical Unit and its focus is on inclusiveness, promoting learning and equality for learners with disabilities and assessing learners' additional support needs. Candidates should have several opportunities to prepare for the summative assessment.

Opportunities for developing Core Skills

Core skills will be naturally developed to an advanced level in keeping with the standards for the Unit. All elements of the Core Skill of Problem Solving, that is, planning and organising, critical thinking and reviewing and evaluating, will be significantly extended as the Unit is undertaken. As the aims and objectives of action plans are clarified, and options and strategies for overcoming barriers to learning identified, an in depth examination of factors impacting on achievement for learners will be undertaken. The design of appropriate support strategies involves critical thinking to provide solutions tailored to identified learner needs and organisational requirements, within available resources and timescales. Accessing techniques and strategies which allow on-going review and adjustment will be a routine aspect of competence. Candidates must provide evidence of a personal review and evaluation of their own work practice and the extent to which it challenges prejudice and discrimination on the grounds of disability. They should be encouraged to identify specific criteria to measure achievement.

Higher National Unit specification: support notes (cont)

Unit title: Promoting Inclusiveness for Learners with Additional Support Needs

Candidates must research complex reference, policy and legislative documents which they analyse and evaluate with reference to organisational needs. Assessment reports produced should be presented to a professional standard, be technically and factually accurate, using a formal structure. They must analyse information reflectively and reach sound conclusions on which to base recommendations.

There are many opportunities to explore ways of refining skills in co-operative working with others. Maximising opportunities to enhance negotiation with learners as far as is appropriate by offering encouragement, demonstrating, explaining and adapting behaviour to maximise the strengths of all involved in the learning process will be integral to achievement. Candidates could practise developing approaches to instruction and negotiation supported by self or group assessment checklists, and demonstrate or describe an empathic understanding of the physical, emotional and cultural needs of others to be considered in order to progress communication within the constraints of organisational and legal considerations.

Open learning

This Unit could be delivered by distance learning provided opportunities to attend workshops could be incorporated, ensuring candidates are exposed to specific examples and the provision of appropriate mentoring. For information on normal open learning arrangements, please refer to the SQA guide *‘Assessment and Quality Assurance of Open and Distance Learning’* (SQA 2000).

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. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA’s website: www.sqa.org.uk.

General information for candidates

Unit title: Promoting Inclusiveness for Learners with Additional Support Needs

What this Unit is about:

This Unit is about the knowledge and skills you need to undertake assessments of learners' additional support needs, devise strategies to support the learner and assist in the design, delivery and review of individual learning environments. It will enable you to develop the skills and knowledge you require to take action to challenge prejudice and discrimination and promote inclusion and diversity.

What you will learn:

- ◆ The relationship between current legislation and codes of practice and your individual role.
- ◆ To identify and analyse own attitudes, values, beliefs and behaviour and assess their impact on challenging prejudice and discrimination on the grounds of disability.
- ◆ To use assessment strategies effectively to anticipate needs in an educational context.
- ◆ To evaluate the effectiveness of college policies, plans and procedures in promoting learning and equality for people with disabilities.
- ◆ To analyse the impact of real and perceived barriers to learning.
- ◆ To plan and implement effective strategies to overcome barriers to learning.

On completion of the Units you will be able to:

- ◆ Demonstrate a critical understanding of college policies, plans and procedures in promoting learning and equality for people with disabilities.
- ◆ Identify and analyse own attitudes, values, beliefs and behaviour and assess their impact on challenging prejudice and discrimination on the grounds of disability.
- ◆ Assess learners' support needs.